US ERA ARCHIVE DOCUMENT

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5	PESTICIDE	PROGRAM DIALOGUE COMMITTEE	MEETING
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8		Radisson Hotel Old Town	
9		901 North Fairfax Street	
10		Alexandria, Virginia	
11		The Jefferson Ballroom	
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17		October 21-22, 2004	
18		Day One	
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1	PROCEEDINGS
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3	MR. SHARP: Let me say good morning,
4	and thanks for being here this morning. I know
5	it is a full agenda, as you all scanned through
6	it and have seen it. We have a lot of items on
7	the plate for the next day and a half, a lot of
8	very important issues, a lot of things that I
9	know a lot of folks around this table have been
10	involved in for a number of years or certainly
11	have expertise in and advice for the Agency, and
12	we look forward to hearing all your discussion
13	and working through a number of briefings that
14	we've also prepared and updates that we've also
15	prepared to give to you all.
16	I just wanted to note something. I
17	don't know how many of you have been around for
18	the full life of PPDC, but I wanted to at
19	least Pineapple raised her hand. Maybe
20	there's a few others around here, too. There
21	certainly are some who have been on PPDC for
22	pretty much its entire extent. But

- 1 congratulations to you all. This is,
- interestingly, the ninth year of PPDC, and a lot
- 3 of you have been involved in this committee,
- 4 this advisory group, for much of that time, if
- 5 not all of that time, but there's also many of
- 6 you who haven't been, who are relatively new to
- 7 the group or have just come to the group in the
- 8 last several years, and we welcome you and want
- 9 to say that this group is very important to the
- 10 Agency.
- We have had a lot of experiences, a lot
- of issues, a lot of dialogue, et cetera, with
- this advisory group that's been invaluable to
- 14 us. When you look back at what we've done, what
- we've accomplished, what we've been able to get
- 16 advice from this group on in order to move
- 17 forward on, we have a very good I think history
- of accomplishments that we've been able to
- 19 accomplish because of your input and dedication
- 20 to this group.
- 21 FQPA, let me just mention, we're a year
- and ten months away from the FQPA deadline. So,

- 1 the clock is ticking. We're over 7000
- 2 tolerances now re-assessed. With the advice
- 3 that you've given to us, many of you through
- 4 this group and also through the carat and track
- 5 groups, we've been able to create a more open,
- 6 transparent process, one that involves
- 7 stakeholders, much more than we've been able to
- 8 in the past. So, real changes there.
- 9 You have also been able to help us lay
- 10 the foundation for the implementation of PRIA.
- 11 We've talked a lot about endangered species, and
- there's going to be a session tomorrow on the
- 13 Endangered Species Protection Program. So, a
- 14 new issue or a newer issue, I should say, that
- we're now looking for continued advice on.
- 16 And then, of course, most importantly,
- the reduction in risk of pesticides that we've
- 18 been able to accomplish. In doing so, still
- 19 providing the tools that are needed for
- 20 agriculture, registering newer, safer products,
- 21 and being able to continue to operate as a
- 22 program and be efficient and be effective as a

- 1 program. So, those are all things that I give
- 2 credit to a lot of the people around this table,
- 3 because of your advice, your dedication to the
- 4 various issues, whether or not they're the
- 5 large, big picture issues that are potential
- 6 show-stoppers or things that the program needs
- 7 to figure out, like an FQPA implementation, all
- 8 the way down to small issues that are day to
- 9 day, regulatory or policy decisions that many
- 10 people just don't focus on.
- 11 You've been invaluable on both the big
- and the small, many opportunities that we've had
- to bring these issues up to you all and ask for
- 14 specific individuals around the table many times
- to take time out of your schedules, to take time
- 16 between meetings to do work, to provide advice
- to us that is ultimately very helpful, and we
- 18 thank you all for that.
- 19 Now you are giving us advice on a new
- 20 phase, on a new transition into the 15-year
- 21 rolling review, and we look forward to that
- 22 session. We're going to have some discussion on

- that here in just a few minutes. So, that's
 another phase that you are going to be helping
 us with. So, we look forward to that.
- I want to thank you on behalf of
 Administrator Levitt, on behalf of Steve
- 6 Johnson, on behalf of Susie Hazen, and myself
- 7 and all of our EPA colleagues for taking the
- 8 time to be here again today and tomorrow and
- 9 thanking you for all your hard work and
- 10 dedication to this group. Also to the other
- agencies that are here, USDA, FDA, Interior and
- others have been a part of these groups, Fish &
- 13 Wildlife representative as well, I think we have
- 14 here, I mentioned Interior as well, but Fish &
- Wildlife is going to be here shortly.
- So, we continue to grow and try to
- 17 bring in other agencies as needed and as
- 18 pertinent and as specifically in some of these
- 19 newer issue areas, like endangered species,
- 20 wanting to try in those agencies and making sure
- 21 that the Federal Government is hearing from all
- of our stakeholders as we're moving down these

- 1 paths. So, those are all very important to us.
- So, once again, thank you, and let me
- 3 go ahead and turn the microphone over to Jim.
- 4 MR. JONES: Thanks, Adam, I really
- 5 appreciate your attendance and your comments as
- 6 well.
- 7 I want to thank all of you as well on
- 8 behalf of the Pesticides Program for your
- 9 attendance here today and tomorrow. I know how
- 10 hard it is for all of you to be able to devote
- 11 the kind of time and attention that you do to
- 12 making these meetings. You all have busy jobs
- and busy lives, and I appreciate the commitment
- that you've made to the PPDC.
- 15 You've heard some of this before, but I
- 16 think it's important to mention again, that the
- 17 Pesticide Program Dialogue Committee is a
- 18 Federal Advisory -- operates under the Federal
- 19 Advisory Committee Act, which is a law that
- 20 governs how the United States Government can get
- 21 advice, and so there are rules that surround
- 22 that, and they involve basically making sure

- that there is representation amongst your
- 2 advisers, all of you, that we are broad -- we
- are seeking broad stakeholder participation, and
- 4 that it is in an open and transparent manner.
- 5 So, we put our agendas on the Federal Register,
- 6 we announce these meetings in the Federal
- 7 Register, and these meetings are open to the
- 8 general public.
- 9 And I think it's important for us to
- 10 remember that, one, this is -- you're an
- 11 advisory committee. You're here to give the
- 12 Government, in this case the Office of Pesticide
- 13 Programs, advice, and there are rules around how
- 14 we operate, largely involving equity in
- participation and fairness and openness in the
- 16 way in which we operate.
- 17 One of the things I've learned over the
- nine years of the PPDC is just how hard it is
- 19 for us to get advice, and it's hard because the
- 20 issues that we deal with, the issues that we
- 21 need advice on, tend to be pretty complicated,
- and one of the things that we've tried to do

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over the last couple of years is to ask you to
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      increase your engagement in this -- in the PPDC
      to more than just the two or three meetings that
 3
      we have a year. I have found it hard, and I
 5
      think that many of you have observed to us, that
      it's very difficult in an hour and a half, maybe
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 7
      two hours over the course of a day and a half or
      two days, to really give meaningful advice on
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      some of the complicated issues that we're facing
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      in the Pesticides Program.
               So, we have tried in the Pesticides
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      Program to increase our commitment, our level of
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      engagement, between the meetings, and we have
      asked you to increase your commitment, your
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      level of engagement, between the meetings on
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      these issues so that we can devote meaningful
      time on some of the very complex issues that we
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      face between meetings so that we can come to
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      these meetings and you can benefit from that
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      knowledge, that in-depth look at an issue, and
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      provide more meaningful advice, and I think that
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      we are off in that respect to a good start.
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1	I think that that's captured in both
2	the registration review work as well as the
3	pesticide education safety education program.
4	That, though, is going to be something that I
5	have a commitment to, and I'm really looking for
6	you to maintain that commitment for those of you
7	who have been able to engage with us on some of
8	these issues in between meetings, and for those
9	of you who haven't, to really think about, can
10	you really meaningfully give this Agency advice
11	unless you're giving some of your time, energy
12	and effort in between meetings on some of these
13	complicated issues?
14	And I think that this morning's
15	discussion around registration review, for those
16	of you who haven't participated in that
17	particular exercise which is fine I think
18	you will see that we are going to benefit from
19	the depth of engagement that many of you had,
20	and some of you who we brought into it to make
21	sure that we had enough depth and breadth in the
22	stakeholder participation, that it really does

- 1 enhance the nature and the type of advice that
- the Agency can get, and that's really what this
- 3 is all about, is getting advice and that it's
- 4 informed advice.
- 5 Which does remind me, actually, Margie
- 6 noted that we are in the -- you all know Margie,
- 7 I know -- we're in the Jefferson Room here at
- 8 the Marriott, and inside, if you all will open
- 9 your folders, there is a quote that Margie told
- 10 me has been a quote that the Agency has had as
- 11 part of its ethic for 30 years, since we
- 12 started, and Margie, when she came to the
- Pesticides Program, she's made sure it's this
- quote that's in our folders and has been since
- 15 the PPDC started.
- 16 The quote is -- it's from Thomas
- Jefferson -- it says, "People are inherently
- 18 capable of making proper judgments when they are
- 19 properly informed," and I think that that
- 20 captures what it is that we're trying to do in
- 21 this forum and in many of the fora that we
- 22 engage in in EPA when we're talking about

- 1 stakeholder participation. It's about getting
- 2 advice that's properly informed, and it's really
- 3 important to be properly informed when you're
- 4 going to proffer your advice, frankly to anyone,
- 5 but as far as I'm concerned, it's most important
- 6 when you're doing it to my organization.
- 7 So, it's really important for all of
- 8 you to think about your investment, not just at
- 9 these meetings, but between these meetings, and
- 10 I know, looking around the room, that many of
- 11 you have given us many hours between the last
- meeting and this meeting on some of the issues
- that we're going to be talking about today, and
- 14 I want to thank you all.
- We'll briefly go over the agenda, talk
- not just about what they are, because you can
- see what they are, but a little bit of insight
- into what it is we're trying to achieve.
- 19 The first session, as you see, is
- 20 registration review, I think pretty
- 21 straightforward there. We have had a work group
- that's been working quite -- for a little bit

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1 over a year and I think is prepared to give us 2 their insights into registration review, which is, if you haven't followed this very closely, 3 registration review is the statutorily mandated 4 5 successor to reregistration. It will be the old 6 chemicals program that EPA has when 7 reregistration and tolerance reassessment are over, and we are going to have a brief summary 8 9 from our team about the work that's been going 10 on over the past months, and then some of the work group members -- this is a work group, PPDC 11 12 work group -- work group members are going to 13 give their perspective on a number of issues that they have identified through that process. 14 15 As we do at each PPDC, there are a 16 couple of topics that we give some program updates. These are areas where either you've 17 told us you'd like to hear what's going on or 18 they're areas we think it's important to 19 20 communicate what is going on. They tend to be little, you know, 10-15 minute updates, and we 21

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have four of those scheduled for a little bit

- 1 later this morning.
- This afternoon, after lunch, we talked
- 3 at our last meeting about PRIA process
- 4 improvements, and the recommendation that we got
- 5 from the PPDC was that you were comfortable with
- 6 a -- setting up a work group that focused on
- 7 process improvements and that that work group,
- 8 which has been working over the last six months,
- 9 come back to the PPDC with status reports so
- 10 that we could get from you your sense as to
- 11 whether or not these process improvements were
- worth the Agency going forward with, investing
- with. We are going to hear from that group
- 14 early this afternoon.
- 15 That will be then followed by a
- 16 discussion around -- first about the OPP budget.
- 17 We'll talk a little bit about our '04 budget and
- 18 what it is and the status of the '05 budget,
- 19 which is still very much in play. We'll give
- 20 you that perspective with a focus on the
- office's discretionary extramural resources, and
- the reason that we're doing that, if you'll

- 1 recall, has to do with the discussion we had the
- 2 last time around, the Pesticide Safety Education
- 3 Program, where as we talked about that, it
- 4 became very clear to me that getting advice on
- 5 how much we spend on any one program was not
- 6 particularly properly informed, as Thomas
- 7 Jefferson would say, unless you understood all
- 8 of the other -- the trade-offs and the choices,
- 9 and I think it was actually Caroline and Steve
- 10 Ball who both said they weren't prepared to give
- 11 advice around that unless they understood what
- the trade-offs were. So, Marty is going to --
- 13 Marty Monell is going to walk us through the
- 14 broader budget issues, basically the extramural
- 15 resources available to us that are
- 16 discretionary, so that that -- people can look
- 17 at that in the context of PSEP to give us some
- sense as to what your advice would be around
- 19 PSEP and PSEP funding going forward.
- 20 We're then going to talk about what we
- 21 also committed to doing at the last PPDC, which
- was a program review of the Pesticide Safety

- 1 Education Program, and Bill Diamond from the
- 2 Field and External Affairs Division is going to
- 3 talk about what we've done in that, and we're
- 4 going to hear from some other stakeholders who
- 5 have been participating in that exercise as
- 6 well.
- 7 We'll end the day, before public
- 8 comment, which we always do, with a few more
- 9 updates, updates that I think of in terms of
- 10 accountability, what our basic programs,
- 11 registration, reregistration, are doing. We are
- also going to give you a heads-up on some work
- around fumigants that I think will be of keen
- interest to many of you around the table.
- Tomorrow morning, our representative
- 16 from the tribal perspective is going to give us
- a presentation in the morning at 9:00. That
- 18 will be followed by -- I think we'll be -- will
- 19 hopefully be a very informative, interesting,
- and I think that we will be able to get some
- 21 solid advice on an issue associated with
- 22 endangered species, in particular, what we'll be

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2 think, as we implement the Endangered Species Program at EPA, where in that process there is 3 time for public participation and how we think 4 5 we can engage the public, and that is the kind of issue I think you can basically give a 6 30-minute -- 20-minute presentation, say here 7 are the points where we think we can get public 8 participation, and that is enough information 9 10 for many of you to be able to say, you know what, I think I like that or I don't like that, 11 12 I'd like to get more or less or -- of course, if there is -- people want to think about it, share 13 it with some of the people you represent, that's 14 15 perfectly fine as well, but we'll be letting you 16 know, taking a first stab of how we think we can get public participation in our Endangered 17 Species Protection Program implementation and 18

looking for -- we're going to describe how we

Again, we will end with public comment,
and that should make for a pretty solid day and
a half. I'm very hopeful that it will be a

begin to get some feedback from all of you.

- 1 meaningful day and a half, not just of
- 2 information exchange, but that the Agency will
- 3 get some very meaningful advice during the next
- 4 day and a half.
- 5 Before I turn over the mic to Jay and
- 6 Susan, first I'd just like to say that -- since
- 7 I chair this meeting, I get to say that we're
- 8 all honorary members of the Red Sox Nations
- 9 today. Sorry, Yankee fans. I would also like
- 10 to acknowledge, we will -- Dr. Greg Mason from
- 11 the Fish & Wildlife Service will be here with us
- later today, and Burleson and Al from USDA, and
- 13 Burleson Smith, who's going to give a few
- 14 welcoming remarks as well. Thanks.
- MR. SMITH: So, we're talking baseball
- 16 today? No.
- No, on behalf of the Department, I
- 18 would just like to thank my colleagues at EPA
- 19 for including us in this opportunity. I think
- oftentimes we're all very happy to provide
- 21 advice to the Agency, and quite frankly, this is
- 22 an opportunity for us to listen to those of you

- 1 from the PPDC committee. Thank you very much
- 2 for your participation in this. We benefit
- 3 greatly from listening to your interchange at
- 4 these meetings. So, again, thank you on behalf
- of the Department of Agriculture for your input,
- 6 your time and service on this committee, and
- 7 again, Jim, Adam, thank you very much for the
- 8 opportunity to join you up here and to listen,
- 9 so...
- 10 MR. SHARP: Thanks.
- 11 MR. JONES: Okay, Jay and Susan, let's
- 12 get started on our first agenda item this
- morning.
- 14 MR. ELLENBERGER: Thank you, Jim. I'm
- 15 Jay Ellenberger, with the Office of Pesticide
- 16 Programs, and my colleague, Susan Lewis, is to
- my right. She and I have made presentations at
- 18 the last few PPDC meetings to share with you the
- 19 progress that the Agency is making on the
- 20 registration review rule and in collaboration
- with our work group that's composed of both
- 22 public and private sector representatives, and

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it's -- the work group has been very cooperative 1 2 and collaborative in providing Susan and me with advice and working through some very significant 3 issues. As Jim said or Adam said at the start, 4 that a lot of the issues that we deal with and 5 bring here are complex, and the registration --6 7 building a new old chemicals program, the registration review program, is -- has a lot of 8 complexities in it, and we've benefitted 9 10 immensely from getting input, advice, good creative ideas from this work group. 11 12 really appreciate that. 13 This morning, after I give a brief review for those of you who might be new or 14 15 just, you know, memory refresher, where we've 16 come on developing the registration review program, Susan will give a summary of a very 17 important, pivotal project that we did at the 18 suggestion of the PPDC last spring, to do a 19 20 feasibility study on how well we think the

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project or the program that we've designed to

date would work, and she'll go over, give you

- 1 some I think very interesting results of that
- 2 feasibility study.
- Then, Erik Olson, representing NRDC,
- 4 will give his perspectives and those also of
- 5 George Wichterman, from the Lee County Mosquito
- 6 Control District, perspectives on public
- 7 participation for this new program, followed by
- 8 Julie Spagnoli from Bayer HealthCare talking
- 9 about data needs for this program and how data
- 10 needs for chemicals going through the
- 11 registration review program sort of would fit in
- and different kinds of options and approaches to
- 13 that.
- 14 Then I will follow it up with a couple
- new issues and open it up for full discussion.
- 16 So, with that, a few slides to bring us up to
- the feasibility study that Susan's going to talk
- 18 about.
- 19 We started the registration review
- 20 process with an advance notice of proposed
- 21 rulemaking four years ago, and the last couple
- years, we've been very aggressively working with

- the PPDC work group on a number of key issues.
- 2 As I've already mentioned, conducting a
- 3 feasibility study in the spring and summer and
- 4 also working on drafting the proposed rule,
- 5 which right now is within the Agency for review
- 6 and concurrence.
- 7 We're on schedule for publishing our
- 8 proposed rule this winter, beginning of next
- 9 calendar year, and taking public comments,
- 10 making any appropriate revisions, and then plan
- on a final rule being published in hopefully
- spring of 2006, so that by August or so of 2006,
- we will have the program in full swing. So,
- 14 those are our goals, and we are committed to
- them and very optimistic that we will be able to
- 16 achieve those. Next.
- 17 In thinking about the registration
- 18 review program, being the -- sort of the new
- 19 version of reregistration or the old chemicals
- 20 program, knowing that the -- what Congress has
- laid out for us in Section 3(g) of FIFRA, we
- 22 have got to figure out a way of doing our

- 1 assessments much more efficient, much quicker.
- We're looking for high efficiency, 50 chemicals
- 3 cases or about 80 active ingredients a year.
- 4 That's substantially more than what the current
- 5 reregistration program output is. We need to
- 6 continue with the goals of sound science,
- 7 transparency, have a very open process, and of
- 8 course, our decisions need to be credible.
- 9 We also recognize that to be able to
- 10 accomplish this, that the process has to be
- 11 quite flexible, that it's not a
- one-size-fits-all, be flexible with regard to
- 13 how we put chemicals of different complexities
- 14 with different kinds of issues, use patterns and
- so forth, through the process.
- 16 As I mentioned in my opening remarks,
- 17 that the -- you all and the work group that we
- work with have been very beneficial to providing
- 19 recommendations to us in thinking about how we
- 20 build and construct and design the registration
- 21 review program, and the recommendations that
- we've heard from PPDC are the program needs

- 1 reliable, predictable schedule, what chemicals
- 2 are we going to do next year, the following
- 3 year, so on and so forth, so that not only
- 4 registrants but other stakeholders can
- 5 participate in a meaningful timely way. We need
- 6 to find a way to address new issues for
- 7 chemicals as they -- as those issues arise,
- 8 outside of the registration review project or
- 9 process, if necessary.
- 10 We need to tailor the review program to
- 11 the depth and scope of the issues. New data may
- be required. We've got to be, again, flexible,
- 13 figuring out how to take chemicals of different
- 14 kinds of complexity, with different kinds of
- science or regulatory issues through the process
- so they don't get bogged down.
- 17 And then lastly, the registration
- 18 review process should be a safety net. It's a
- 19 way of dealing with labeling issues, some data
- issues, new risk assessment issues, so on and so
- 21 forth, to bring a chemical up to date with
- 22 current data requirements, regulatory and

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science policies and so on and so forth. 1 2 The tailored approach that I've been talking about and that we've designed so far 3 with the help of the work group is the idea of 4 assembling a baseline of information for each 5 chemical case and the active ingredients in that 6 7 case. Basically, what do we know about the chemicals in that case when we begin a 8 registration review? What do we know about the 9 10 current registrations, the studies that the Agency has on file that we've reviewed to date? 11 What do the last risk assessments tell us about 12 13 the chemical and its risk characterizations? The use patterns? What kind of incident reports 14 15 might we have on file? Build a public document 16 that the public can see that kind of information, have access to and think about how 17 it may or may not want to play in that 18 particular registration review for that 19 20 chemical. That's an opportunity for not only the 21

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Agency but stakeholders to ask the question,

- 1 basically, what's changed since the last time
- 2 EPA did a risk assessment on the active
- 3 ingredients in that? Has the science changed?
- 4 Have policies changed? Have the regulations or
- 5 the statute changed? Incidents, databases
- 6 changed? So on and so forth.
- 7 So, it's, again, an opportunity to ask
- 8 those very important questions of what the
- 9 Agency needs to do to do the new risk
- 10 assessments or the new evaluation for
- 11 registration review.
- The last slide that I'm going to share
- 13 with you before turning the mic over to Susan to
- talk about the feasibility studies is just this
- 15 flow chart that many of you have seen before at
- 16 the last PPDC meeting. It's a very simplistic
- diagram of the process that we've designed to
- 18 date, starting with the top center, of
- 19 identifying and assembling the database that I
- just mentioned and getting stakeholder input,
- 21 providing an opportunity for industry, public
- interest groups, other regulatory agencies to

- 1 provide any additional information into that
- 2 document.
- 3 Before the Agency starts sort of its
- 4 robust review of that information, to ask the
- 5 question, are any new assessments required for
- 6 the active ingredients in this case? So, it's
- 7 sort of a yes or no question there on our part.
- 8 If the answer is no, we think
- 9 everything is up to date, then we proceed to
- 10 issuing a decision document for that chemical
- 11 case. If we do, on the other hand, do think
- that we do need to do some new risk assessments,
- 13 again, either new data has come in, incident
- 14 reports are significantly new, science policy
- has changed, so on and so forth, then we've got
- 16 to ask the question, do we have all the data we
- 17 need to do those new risk assessments, and then
- 18 proceed accordingly to either get the data, or
- 19 we don't need any, conduct new risk assessments,
- 20 to lead us to, again, the decision for
- 21 completing registration review for that chemical
- 22 case.

So, it's a very simplistic way of 1 2 looking at it. Again, we need to -- as I said, our goal is to build flexibility within this 3 system, have some chemicals -- and you'll hear 4 5 Susan talk about some examples that we think would go through this flow process rather 6 7 quickly and others that are going to be -- have a lot more complexity to them that's going to 8 take some time. 9 10 So, with that, let me turn this over to Susan, who's going to tell you about I think a 11 very exciting, very beneficial study that we did 12 13 on the feasibility. MS. LEWIS: Good morning. First I'd 14 15 like to acknowledge the group that really did 16 the effort within Pesticide Programs on this feasibility study. The last time we had been 17 talking, we had had an extremely valuable advice 18 from the PPDC, and we decided to move on to a 19 20 feasibility study. We had to carry out this study in a relatively short time frame, very 21 concentrated effort, and Jay and I were very 22

- 1 fortunate to get the group of individuals we did
- within the Pesticide Programs. They're not all
- 3 here, but I just would like to acknowledge, and
- 4 if you can raise your hand, because after our
- 5 presentation and during the coffee break, you
- 6 may like to talk to a few of these individuals
- 7 as well.
- 8 T. J. Wyatt was really instrumental in
- 9 the design and the sampling of the program. Ray
- 10 Kent chaired the HED, human health side of the
- 11 assessment. Debbie Schmiegel in Antimicrobials
- 12 did both the risk management/risk assessor side.
- 13 Dana Spatz in Environmental Effects and Linda
- 14 Hollace -- I'm not sure if Linda's here --
- 15 within BPPD. And then within the group where I
- 16 am within Special Review and Reregistration,
- 17 Stephanie Plummer-Kendra and Morris Johnson
- 18 really did an amazing effort. So, I just wanted
- 19 to acknowledge that it was really a group
- 20 effort.
- Over the time we've been talking about
- 22 principles of reg review and you saw the flow

- 1 chart, so they're really kind of abstract
- thoughts in design, and we thought we would take
- 3 it more closer to the ground and get something
- 4 concrete to see if this process could work. So,
- 5 the purpose of what we did was really to test
- 6 our decision process and also, twofold, to
- 7 gather data. We needed data on costs for the
- 8 economic analysis that has to go in hand for our
- 9 proposed rule.
- 10 So, what we did with T. J.'s help was
- we randomly through a computer-generated model
- selected 28 cases that were potential candidates
- 13 for the first five years of registration review.
- 14 So, if you remember, we were going to kind of go
- on a schedule of oldest first. So, generally
- 16 the oldest ones would be those chemicals that
- were registered at the end of 1984, early '85,
- and then you pick up those first new compounds
- 19 that had had a reregistration in the early
- 20 nineties, so that the case that we pulled from
- 21 really was from late '84 to about end of 1995,
- 22 early 1996.

_	50, we picked 20 cases out of a cotal
2	possible 283, roughly 10 percent, and Jay had
3	talked to you about the baseline information.
4	So, what we did internally was gather what do we
5	know in-house? We only stuck to what we had
6	within the Pesticides Program.
7	The pilot was conducted in a short time
8	frame, very concentrated, as I said, really from
9	June to the end of July or through August, and
10	it was a mixture of both risk assessors and risk
11	managers working on this. Next slide, please.
12	To give you a sense of the sample size,
13	we were looking at conventional chemicals,
14	antimicrobial chemicals and biologicals. You
15	have displayed sort of what the sample size was
16	and what the population. Overall, we went with
17	a 10 percent. We tended to select slightly
18	higher on the biological side. Our initial
19	thought were those may not be we wanted to
20	have a larger sample to ensure we had some
21	compounds that would require added data needs so
22	we could assess those. Next.

Т	when this group completed the
2	feasibility study, we had an extremely
3	(End tape 1-A.)
4	MS. LEWIS: interactive all-day
5	meeting with our PPDC working group and also a
6	fair amount of interest on industry side and
7	just the general public attended. So, it was a
8	long day, it was about 9:00 to 4:00, but
9	extremely informative.
10	The purpose of holding this meeting
11	with the work group was to go over the purpose
12	of what we did and how we structured the study,
13	and then we decided let's pick a sample case
14	from a conventional an antimicrobial and a
15	biological. We'll blind the case so that the
16	chemical is not named, but ahead of time, we
17	gave out enough information so they knew the use
18	patterns, the risk picture, the hazard picture,
19	last risk assessment and what it had covered.
20	What we thought we would do is have the
21	work group actually go through the same sort of
22	thought process that we did and say, here's what

- 1 we know. We know what our state of the art is
- today on policy and science. What do you think
- 3 needs to happen?
- 4 At the end of the day, we also
- 5 presented aggregate findings, and what we had
- 6 presented as well was a time line, which you'll
- 7 see, that highlights major science and policy
- 8 changes since 1984. So, if you knew that the
- 9 last risk assessment was done ten years ago,
- 10 let's say, and you looked at this time line, you
- 11 may then have a better handle of knowing what
- 12 data needs or new risk assessments are needed.
- 13 Next.
- So, we started out with this concept,
- once we gathered our baseline information, and
- 16 we asked ourselves, what do we know? What do we
- 17 need to know? And how important is the value of
- 18 that new information? As we're going through
- 19 this with the 28 cases, we felt you could end up
- in three possible outcomes. Our last risk
- 21 assessments that we had completed are adequate
- 22 and still meet our safety finding.

22

This is what's been referred to in the 1 2 past as easy off ramp, so that no added risk assessment is needed. 3 The second possibility is we don't need 5 any new data to conduct new risk assessments, but new risk assessments are needed from the 6 7 last time they were conducted. And the third and more complex 8 situation is that new data are needed to conduct 9 10 new risk assessments. Next. I also want to say what the feasibility 11 study didn't do because of our time constraints. 12 13 There were no consultations with industry or stakeholders prior to conducting the study. We 14 15 didn't look at usage or poundage reports. We 16 didn't search open literature or consult with other government agencies that may be involved. 17 18 We did not conduct new risk assessments, we merely identified those assessments that would 19 have to be done, nor did we call in new data. 20 This feasibility study really was for 21

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illustrative purposes to show us, does our

- 1 system work?
- 2 Attached is a slide, I don't plan to
- 3 really go over it in detail, but it's in your
- 4 package, which highlights some of the major
- 5 changes, and you may want to keep this handy as
- 6 I go through the next case or two.
- 7 We also have a two-page, very detailed
- 8 analysis of all the changes that happened since
- 9 1984 as well.
- So, moving on, in that all-day meeting
- in September, we thought if we were going to
- work with this work group, we would start with
- 13 something that was probably -- had few issues to
- 14 deal with. So, our first case study that was
- 15 presented was a conventional herbicide used on
- 16 cereal. It was first registered in the late
- 17 1980s, so that's what drove the index date. It
- was a new AI post-1984.
- 19 This is a particular chemical that has
- 20 had no new uses added since the initial
- 21 registration, although, because of what we're
- doing under the Food Quality Protection Act, we

- 1 had recently re-assessed the tolerances under
- 2 FQPA. In fact, very recently. And just to
- 3 note, that the last risk assessment for
- 4 environmental fate and effects was done at the
- 5 time of initial registration in the 1980s.
- So, we had the group work through the
- 7 issues, and what was concluded was that an
- 8 occupational risk assessment would be probably
- 9 required, because how we did things in the late
- 10 eighties on worker is different from how we do
- 11 things today. We're looking at different end
- 12 points.
- 13 However, no new assessment would be
- 14 needed for dietary, drinking water. There were
- 15 no residentials. So, the FQPA finding was
- 16 adequate and stood, but it was possible that a
- 17 worker -- new worker assessment was needed.
- 18 If you would go back and look at that
- 19 chart of what has changed, you will notice when
- we registered compounds in the late eighties, we
- 21 did a hazard assessment only on environmental
- 22 fate and effects. What we do today, and it

- 1 started sort of in the mid-1990s, is now we do a
- 2 complete risk assessment with risk quotients.
- 3 So, in this particular case, we would need to do
- 4 a full environmental fate and effects risk
- 5 assessment. We have all the data needed.
- 6 So, if you were sort of binning this
- 7 chemical, it would come out in the doesn't need
- 8 new data but new risk assessments are needed.
- 9 If we can move on to case number two,
- 10 this is a pheromone that was registered in the
- late seventies and then actually re-registered
- in the 1990s. The pheromone was used and always
- used in a trap at very low rates and very low
- 14 toxicity. There were no residues on food, nor
- is it applied directly to food. So, this one
- we're able to work through rather rapidly, and
- 17 the decision was last risk assessment stands,
- 18 it's still valid, data requirements are
- 19 satisfied. So, this would be an easy off ramp.
- Then at the end of the day, the second
- 21 half, we saved our more complex case for
- 22 antimicrobials. We selected the case study for

- 1 an antimicrobial that was registered in the
- 2 mid-eighties and had been re-registered in the
- 3 mid-nineties. This was pre-Food Quality
- 4 Protection Act, though.
- 5 It has multiple uses with various
- 6 routes of exposure, including possible dietary.
- 7 There's indirect food uses. There's some
- 8 FDA-409 clearances, indoor uses, outdoor uses.
- 9 So, multiple routes of exposure.
- 10 After lengthy debate and discussion,
- 11 the group I would say did come to the conclusion
- 12 of what risk assessments were needed. This is
- one, as I said, that's much more complex. In
- 14 essence, a whole new human health risk
- assessment would be required, including dietary,
- residential, occupational, drinking water and
- 17 aggregate. The last assessment was done
- 18 pre-Food Quality Protection Act.
- 19 Again, a complete ecological risk
- 20 assessment is needed as well. So, this is one
- where it would be at the end where you'd need
- new -- we also had data needs. So, this is one

- 1 that would come out in the category of data is
- 2 required to conduct a risk assessment, and new
- 3 risk assessments are needed.
- So, to give you a sense -- okay, I'm
- 5 sorry, go ahead. I missed that.
- I thought we had an awful lot of
- 7 background information in this all-day meeting,
- 8 and I have this web site listed so that if
- 9 you're really interested to have more details on
- 10 all these case studies, I boiled down in a very
- 11 short period of time what we spent roughly a
- 12 full day discussing. There's presentations
- 13 posted on this web site. Thanks. Next.
- So, to give you a sense of where did we
- fall out in an aggregate sense, doing these 28
- 16 illustrative cases, why don't we start with
- 17 conventional chemicals first. So, you see
- 18 there's three sort of boxes listed. No new
- 19 assessments needed, the majority, vast majority,
- between 80 and 91 percent, fell out that no new
- 21 risk assessments were needed. The existing risk
- 22 assessments were adequate for our safety

1

21

22

finding. 2 During -- these chemicals had recently gone through Food Quality Protection Act 3 4 tolerance reassessments, and the work had just 5 recently been done. So, as you can see, the vast majority, no new risk assessments needed. 6 7 There were no cases where we even needed data. That middle column where you see 8 9 8. -- 8 to 16 or 8 to 17 is really that worker 10 study. It's a little bit different on the 11 environmental fate side. Where we came out on 12 13 the 12 cases for conventionals was there's possibly one that wouldn't require any 14 15 environmental fate assessment, and that had to do with classification of use. If it truly was 16 an indoor use, there would be no endangered 17 species or risk assessment needed. But between 18 a quarter and a third required new risk 19 assessments but no data, and as you can see, 20

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between a half and three-quarters required data

and new risk assessments.

1

2 is is that time line of when the Agency went to combined risk assessments and what we're doing 3 now with endangered species. 4 5 On the antimicrobial front, we also have a different picture. We selected six 6 7 cases, and there was one of the six that would have -- the existing risk assessment wouldn't 8 require any additional work, so an easy off. 9 10 The remaining, over 80 percent, require new risk assessments and new data. 11 This doesn't always mean it requires 12 13 both human health or environmental fate. believe three of the six required both human 14 15 health and environmental fate, and then the 16 other two needed one or the other. So, on antimicrobials, significant new risk 17 18 assessments. On the bio-pesticides, the ten cases, 19 over three-quarters were existing risk 20 assessments were adequate and stood. As you can 21 see, less than 20 percent requiring new risk 22

Now, what's important to keep in mind

- 1 assessment or new data. So, depending on the
- 2 type of chemical you have and when it was last
- 3 re-assessed, especially for Food Quality
- 4 Protection Act, that potentially may make a
- 5 difference in reregistration or registration
- 6 review. Next.
- 7 So, just to summarize our general
- 8 findings, once we ran these 28 cases through our
- 9 design, we felt the process is feasible. We
- 10 were able to make decisions. The work group was
- 11 able to make conclusions on risk assessments
- once we explained our process. It's important
- 13 to note we're still -- this process isn't set in
- 14 stone. We're still working on the process.
- 15 It's a work in progress.
- The need for consultation was really
- 17 highlighted because we were unable to do that
- 18 given our time constraints. I think we could
- 19 have had a much broader input by stakeholders
- 20 and industries in meetings early on. So, this
- 21 really does highlight the critical need for
- 22 public participation and consultation.

1	It quickly brought home some of our
2	programmatic needs for managing information and
3	technology. For these 28 cases, you have the
4	80/20 rule, and we probably spent 80 percent of
5	the time collating and collecting the
6	information and roughly 20 percent of the time,
7	once we had that information, making our
8	scientific finding. So, we have some work to do
9	on our IT front.
10	It also helped identify regulatory
11	issues, especially on labeling, labeling
12	clarification needs. What is appropriate on a
13	label? What do terminologies mean on labels?
14	And it identified some additional tweaks in our
15	process design.
16	The meetings I think were extremely
17	beneficial when we had the risk manager and risk
18	assessor meet both before the sort of assessment
19	was done and after. So, communication, the need
20	for communication, was really key.
21	That concludes the discussion on the
22	feasibility. Again, I'd point you to the web

- 1 site that is listed if you'd like some more
- background information, and I will hand it over
- 3 to Erik Olson to talk about public
- 4 participation.
- 5 MR. OLSON: Good morning. I'm going to
- 6 talk a little bit about public participation.
- 7 This -- George Wichterman, who's with the Lee
- 8 County Mosquito Control District I think is busy
- 9 in Florida spraying for mosquitos, so he's not
- 10 here, but I will summarize what is both sort of
- a philosophical approach to public participation
- in this process and some of our more specific
- 13 recommendations.
- 14 We suggested that public participation
- 15 be viewed sort of in the context of
- long-standing EPA policy quidance, including the
- 17 administrator's famous fish bowl memo from a
- 18 while ago in which it was recommended, that EPA
- 19 provide the fullest possible public
- 20 participation that EPA employees remain open and
- 21 accessible to all points of view, and that they
- 22 make affirmative steps to try to do outreach to

- 1 seek a broad set of public participation, and
- also, that no one group would get unique or
- 3 special access to the decision-makers.
- That philosophy is embodied, we think,
- 5 in the special review regulations, which
- 6 specifically require basically almost exactly
- 7 what the fish bowl memo says. Some of the
- 8 language is laid out in slides 25 and 26. I
- 9 won't read it to you, but our recommendation is
- 10 basically that that kind of approach be embodied
- in these registration review regulations that
- 12 the Agency is going to be proposing, and the
- 13 rules are embodied in Section 154.27 and some of
- 14 the rules around there.
- The importance of public participation
- 16 from our perspective is, of course, it makes
- 17 EPA's life a little more difficult, and I will
- 18 note that the presentation you just heard, EPA
- 19 didn't do the public participation, so it's not
- 20 necessarily going to be quite as smooth as
- obviously what can be done in a month reviewing
- 22 a handful of pesticides, but we think it's

- 1 important, both because it provides an
- 2 identification of issues very early in the
- 3 process, so there aren't big surprises later, so
- 4 the public and stakeholders can have a chance to
- 5 give some input, and also, that surprises are
- 6 not in EPA's interests or in the public's
- 7 interests, that it's better to have early
- 8 identification of the issues so that we don't
- 9 have blow-ups late in the process.
- 10 Among the points where we thought it
- 11 was important, public notice of the schedules
- that when EPA comes up with a schedule of when
- it's going to review chemicals, that that be
- issued to the public so people know what to
- 15 expect and when; that when the review is
- 16 initiated, the public be notified; and one issue
- that we discussed at some length and didn't
- 18 reach consensus on is at what point should EPA
- 19 be issuing data call-ins or information
- 20 requests. Everybody agreed that as early as
- 21 possible. The question is really, how early?
- The thing to avoid, at least in our perspective,

- is that EPA gets to the point where it's
- 2 supposed to be making a decision and says, oh,
- 3 golly, we had these three studies that haven't
- 4 come in yet, and then asks for them, which
- 5 delays things. So, the idea is to try to
- 6 identify information needs as early as possible
- 7 so that we're not playing catch-up when the
- 8 decision is being made.
- 9 So, some of us suggested two years in
- 10 advance, that the Agency try to look at its
- files and decide whether it needs studies, and
- 12 others thought that that wasn't realistic.
- 13 We'll talk about that a little more later.
- 14 Obviously, tiered studies, which are
- 15 studies where the first initial study says,
- 16 well, there could be a problem here, we need to
- do the next round of tests. You're not
- 18 necessarily going to be able to identify those
- 19 well in advance, because you may not have the
- 20 results yet, and also, there may be other
- 21 studies that you just can't predict are
- 22 necessary.

1	Some of the other specific points where
2	we thought public participation would make sense
3	is in smart meetings, which are sort of the
4	first early meetings that EPA sometimes has with
5	registrants now, that those be more open and
6	available to everybody basically to participate
7	in and that early notification of other
8	agencies, in particular in addition to
9	registrants and workers and environmental
10	groups, but the Centers for Disease Control,
11	including NIOSH and I'm sorry, we didn't
12	include NIOSH in the slide, but that would be an
13	important aspect of it, as well as NCEH, the
14	National Center for Environmental Health, Fish &
15	Wildlife Service and USDA and so on, just to get
16	everybody up to speed at the same time.
17	We also had a recommendation that the
18	actual decision document, and this should be
19	obvious, I think, go out to some kind of public
20	comment. So, if the Agency decides either there
21	needs to be review there needs to be
22	additional review or makes a final decision on

- 1 the chemical as part of registration review,
- 2 that that decision be put out for public
- 3 comment.
- 4 We wanted to identify -- we recognized
- 5 that the ultimate regulatory decisions, of
- 6 course, are EPA's and that the registrants may
- 7 make their own decisions for business reasons to
- 8 withdraw a chemical or support for it, but we
- 9 thought that it's important that EPA bring in
- 10 other federal agencies as required by law in
- order to make sure that everybody has a seat at
- 12 the table in this process.
- So, in the -- this is -- George feels
- 14 very strongly about this, so I will put it
- 15 forward, that he wants to emphasize that
- 16 especially with public health pesticides, that
- 17 EPA bring in CDC when it's making decisions
- 18 about public health pesticides before the
- 19 decision is made. You'll see he quotes Section
- 4 (n) of FIFRA, which is directly relevant to
- 21 reregistration. There aren't specific
- 22 requirements for registration review, but he

- 1 thinks that this process would make sense for
- 2 registration review. I'm not going to read all
- of the statutory language, but it's pretty
- 4 self-explanatory.
- 5 Procedures for registration review, we
- 6 think that it -- this was, I think, a fairly
- 7 widely agreed-upon view, that EPA really ought
- 8 to be moving in the direction of expanding its
- 9 edocket, it's electronic docket, so everybody
- 10 has access to the information on the web, and
- 11 that that ought to be sort of a general
- 12 principle, that essentially we move toward the
- 13 electronic approach. It's probably going to
- 14 require some IT investment for the Agency, but I
- think every outside group thought that that was
- 16 very important to do.
- 17 We also -- in there, we're citing the
- 18 docket requirements in the special review
- 19 regulations, which we think could be a model for
- what would go into the docket and probably
- 21 should be incorporated.
- The docket should also include

- 1 information on what data call-ins have been
- 2 issued and what studies are outstanding right
- 3 now. At least for outside groups, it's very
- 4 difficult to learn that, and it would be quite
- 5 helpful just to have a publicly accessible data
- 6 point so that we would know what studies are
- 7 outstanding, what studies have been done, and I
- 8 think ultimately it would be helpful to the
- 9 Agency, as of turnover and everything else, to
- 10 have a central location where that information
- 11 is available.
- We also, again, think that it really
- ought to be open to everyone, that no one party
- should get a special opportunity to participate.
- 15 An additional issue that we discussed
- 16 at some length was how to make sure that
- 17 those -- that there is procedural protection for
- 18 everyone. Again, we suggested that EPA perhaps
- 19 model this new regulation on the special review
- 20 rules that make sure that there is sort of this
- 21 broad and open process.
- In addition, we think it's important to

- 1 notify all of the stakeholders and provide an
- 2 opportunity to comment on EPA decisions, and
- 3 again, cited some of the regulations on that
- 4 point that are extant.
- 5 As far as registration review being a
- 6 safety net, this is sort of our bottom line, and
- 7 we feel this is very important. We haven't
- 8 really gotten around to talking about this,
- 9 frankly. Everybody agrees it's a safety net,
- 10 but what does that mean and what is the process
- if a new risk is identified?
- So, for example, if there is a new
- 13 study that comes out on endocrine disrupters or
- 14 endangered species concerns or an open
- 15 literature study that suggests there's a
- 16 problem, we all agree we don't want to wait for
- ten years, perhaps, for the EPA to consider
- that, but we haven't really agreed what it means
- 19 to say it's only a safety net and that there
- needs to be some other process where there's a
- 21 problem for the chemical. So, I would hope that
- we'll have some discussion of that either today

22

or in the work group as time moves forward. 1 2 Basically, I think we also are recommending that these detailed procedural 3 requirements, although they're very important, 4 shouldn't block EPA from doing its job if it 5 identifies a significant problem. Obviously you 6 7 want some public participation, but you don't want to impede the Agency from moving forward if 8 there's a significant problem. 9 10 So, that's basically how far we got. MR. ELLENBERGER: We would like to open 11 it up for discussion, questions, comments. 12 13 MR. JONES: Jay, can I just ask Erik a question? Erik -- and it's also, I guess, for 14 15 Do your -- the recommendations that you 16 just put forward, do they reflect an agreement with you and George of recommendations, or do 17 you think they represent the broader work 18 group's recommendations to the PPDC? 19 20 MR. OLSON: To be honest, what we did was we agreed that George and I would put this 21 together, and we emailed it out a couple days

- ago and took some comments on it, but I wouldn't
- 2 say that every word of every slide has been
- 3 agreed to every single person in the group,
- 4 because, you know, realistically people got
- 5 maybe two days to comment on it. So, you know,
- 6 there will probably be more discussion I assume
- 7 of these issues.
- 8 UNIDENTIFIED FEMALE: Bill?
- 9 BILL: A little over a year ago, the
- 10 Agency published a notice in the Federal
- 11 Register of its intent to form a bio-ethics
- 12 advisory committee. In looking at the flow
- 13 chart of the -- in the seventh slide of the
- 14 first part of the presentation where it says,
- 15 "Registrant provides data, agency reviews," it
- 16 seems to me that there is -- that that would be
- 17 an opportunity for that committee to interact in
- 18 the decision-making process.
- 19 To my knowledge, the formation of that
- 20 committee is stalled. Is that the case? If
- 21 not, how does the Agency envision that committee
- 22 participating in this process?

1	MR. JONES: The committee as far as I
2	know has yet to be activated. It's being run
3	out of RSAB office, which is in the Office of
4	Research and Development. I'm not familiar with
5	the specifics as to why it hasn't engaged, and I
6	don't think we've given much thought to what its
7	potential role in registration review has been,
8	unless we had an issue specifically in a
9	chemical that raised bio-ethical issues.
10	MR. ELLENBERGER: Any other questions?
11	UNIDENTIFIED FEMALE: Just to clarify
12	George's because I know what he was referring
13	to in this with regard to public health
14	pesticides. Because public health pesticides
15	tend to be minor uses, in some cases because the
16	market is very small, a registrant may elect not
17	to support the continued registration or supply
18	the data, and he wanted to ensure that as was
19	the case with reregistration, that when we go
20	into registration review, that to support public
21	health pesticides, that before a final decision
22	was made not to support a registration or to

- 1 cancel a public health pesticide, that the
- 2 Center for Disease Control, as was designated
- for reregistration, be engaged to ensure that if
- 4 that product is necessary for the protection of
- 5 public health, that it be supported even if
- 6 there is not an economic incentive or an
- 7 economic justification for the registrant to do
- 8 so.
- 9 MR. JONES: Gary, and then Shelley.
- 10 GARY: I have a question on your slide
- 11 20 for just a second, if you want to get to
- 12 that.
- I thought the case studies were quite
- 14 interesting. I just have a question on the
- 15 aggregate consults. When you talk about no new
- 16 assessments and so on, are you talking about
- 17 percentage of the studies themselves, or are you
- 18 talking about percentage of the cases? Like if
- 19 you have 76 percent of ten studies, what does
- that mean exactly?
- 21 MS. LEWIS: T. J.?
- MR. WYATT: I'm T. J. Wyatt. I'm with

- 1 the Economic Analysis Branch of EPA.
- 2 The reason that those particular
- 3 studies don't round up to what seems like 10
- 4 percent is that within the bio-pesticides, we
- 5 actually have another two categories,
- 6 bio-chemicals and microbials, and we looked at
- 7 five each from those categories, but they aren't
- 8 equally split in the number of chemical cases
- 9 that are registered. So, that's a weighted
- 10 average given the relative percentages in
- 11 those -- of those two categories.
- So, these percentages are of the cases
- in the feasibility study, not the individual
- 14 AIs.
- 15 GARY: Thank you.
- 16 MR. JONES: Shelley?
- 17 SHELLEY: I just wanted to ask a
- 18 clarifying question. In the presentation, one
- 19 of the speakers mentioned that there was a
- 20 difference between how occupational risk
- 21 assessments are done in the eighties from now.
- 22 Could you maybe just highlight, you know, what

- 1 exactly you're talking about?
- MS. LEWIS: Sure. If we go back to the
- 3 handout, in the mid-nineties, we started
- 4 selecting acute and subchronic end points,
- 5 whereas before they had been more chronic end
- 6 points of working -- for worker risk. That's
- 7 one example.
- 8 We also have a lot more data now from
- 9 task forces that have to do with transfer
- 10 coefficients when we're looking at re-entry
- intervals and how we set re-entry intervals.
- 12 Ray, do you -- Ray Kent may have some
- more specifics.
- MR. KENT: Actually, you have covered
- 15 it pretty well.
- MS. LEWIS: Okay.
- 17 SHELLEY: Thank you.
- 18 MR. JONES: Caroline?
- 19 CAROLINE: Let me see if I have this
- 20 right first. On the slide 20, there were few
- 21 chemicals in that group that needed new
- 22 assessments because they had been evaluated

- 1 for -- and had an FQPA finding made. You may
- 2 not have this data today, but I'd like to know
- 3 kind of how many of the chemicals that were
- 4 assessed and evaluated and have an FQPA finding
- 5 actually required new data. And the reason I'd
- 6 like to know that is we're looking at for a 1984
- 7 chemical 20 years, and I'd like to know whether
- 8 we've actually advanced in looking for new data
- 9 about health in that 20 years.
- 10 MS. LEWIS: So, is your question did we
- make new data before we could make the finding?
- 12 CAROLINE: Yeah, what percentage of
- 13 those chemicals.
- MS. LEWIS: We don't have that, I
- believe, but we can look into that.
- 16 CAROLINE: But you see what I'm getting
- 17 at?
- 18 MS. LEWIS: I understand, what was
- 19 necessary to get them to the FQPA.
- 20 CAROLINE: Right, because I mean
- outwardly, that's a perfectly reasonable
- 22 explanation for why that's the case, but I'd

- 1 just like to know about how far we're advancing
- 2 the ball on looking at health effects.
- 3 MR. JONES: Pat?
- 4 PAT: I guess another question for
- 5 Susan, the 83 percent, the five out of six
- 6 antimicrobials that would require more data,
- 7 more risk assessment, obviously there's a pretty
- 8 wide discrepancy between that group and the rest
- 9 of what you looked at.
- 10 Were there certain characteristics of
- 11 the data that's present for those chemicals that
- 12 set them apart? I mean, what were the --
- 13 (End tape 1-B.)
- MS. LEWIS: -- who have -- who have the
- 15 details on this.
- 16 UNIDENTIFIED FEMALE: You have to go to
- 17 the mic.
- 18 MS. SCHMIEGEL: Hi, I'm Debbie
- 19 Schmiegel of the Antimicrobials Division.
- So, I think some of the characteristics
- 21 were -- let me just make sure I understand the
- 22 question. It's why -- what was unique about the

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1 antimicrobial pesticides that triggered 2 additional risk assessment? Well, a lot's changed in 3 antimicrobials. For example, a lot of the 4 chemicals had indirect food uses, which were 5 previously cleared by FDA, and we didn't 6 7 previously assess those. So, now, that would be something that we do have to look at under FQPA. 8 9 Also, a number of the chemicals had 10 cleaning uses, things in residential settings that we previously did not have SOPs for and 11 that we would look at today, but that -- in the 12 mid-nineties or late eighties, we typically did 13 not consider those as part of looking at 14 15 aggregate assessment, for example, for children. 16 Also, some of them had outdoor uses, and we deferred to Office of Water typically in 17 the mid-eighties and early nineties, and now 18 that -- we would typically do a risk assessment, 19 looking at ecological risks, looking at risk 20 quotients and levels of concern. 21

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So, that just kind of gives you a

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2 versus what we would do today. Any follow-up? 3 UNIDENTIFIED MALE: Thank you. 5 MR. JONES: Erik? Yeah, I just wanted to ask what 6 ERIK: 7 process you're considering, Jim, for things that may -- where there is new data, where some 8 concern does arise, 6-A-2 data comes in or open 9 10 literature data comes in or there's an endangered species concern raised by Fish & 11 Wildlife Service or whatever, something that's 12 13 sort of a hot issue. To date, you know, there's been special 14 15 review, but that takes a long time. Has the 16 Agency thought about or are you going to delegate to our committee or what are you 17 thinking about how you really make this a safety 18

net and not end up having the safety net

basically having to catch everything?

MR. JONES:

flavor of what we did have in our existing files

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currently have before us and struggle with. You

That issue is one that we

- 1 know, you come up with the schedules for your
- old chemicals program, and you know, you've got
- 3 to get 500 of them done in ten years or 15
- 4 years, and you come up with a schedule, and then
- 5 something comes to your attention that makes you
- 6 pause, or if not, it's a red flag that is --
- 7 clearly requires some attention, and so I think
- 8 that the approach that we have to date have,
- 9 which is that those things get taken out and
- 10 basically brought up to the top of the queue, is
- 11 the approach that we plan on using in
- 12 registration review.
- 13 It's the same issue we deal with in
- 14 reregistration and tolerance reassessment, and
- we will bring those things to give them higher
- 16 priority, take them out of their line and queue.
- 17 We haven't actually put them into special review
- 18 for a number of years. We've instead just
- 19 brought them to the top of the queue in our
- 20 reregistration work, and I expect that that is
- 21 what we would do. It's, frankly, how we've
- described it in the preamble of this rule,

- 1 because I thought that that was advice we were
- 2 getting from the PPDC work group, that you
- 3 really had to have some way of picking up things
- 4 that just brought information to your attention,
- 5 that raised a concern.
- 6 ERIK: Well, I guess I think it would
- 7 be worth giving a little thought to how to avoid
- 8 making that completely ad hoc, that you know, if
- 9 there is some significant trigger, that at some
- 10 level, you know, some decisions are going to be
- 11 made on that in a fairly timely fashion, and
- it's a difficult issue, I recognize, but I think
- it's perhaps the most important issue that we
- may face, because we're talking about a 15-year
- 15 time line, and everybody agrees that if you get
- 16 a hot problem, you're not going to delay for
- 17 another 10 or 15 years, but I'm not sure we've
- 18 really thought through, at least our group
- 19 didn't, how you deal with that situation.
- 20 Right now, it does seem somewhat ad
- 21 hoc, and maybe that's just from the outside, but
- it seems like something that's an important

1 issue that might bear some discussion. 2 MR. JONES: (Inaudible.) UNIDENTIFIED FEMALE: I could see that 3 perhaps it might be helpful to set up some 4 5 particular quidelines in addition to the ones that maybe already exist, but I certainly 6 7 wouldn't want to lock the Agency into not having the flexibility to in another ten years find 8 something else that needs their immediate 9 10 attention. So, I think you would have to be really careful in how you set those. 11 12 MR. JONES: Oh, I'm sorry, Shelley. 13 SHELLEY: I just wanted to actually follow up on that same point. Can you give us 14 15 some examples of ones that went to the top of the queue? If you don't want to name the 16 chemical, like the reason or, you know, some 17 sense of your criteria of what brought something 18 to the top of the queue? 19 20 MR. JONES: Incident data came in, a study came in that showed results that were 21 surprising and just weren't expected and changed 22

- our understanding of the hazard. Those are the
- 2 two things I think that most likely in our
- 3 experience have brought something right to the
- 4 top of the queue.
- 5 SHELLEY: Some could you estimate like
- 6 how frequently this occurs? I mean, is this
- 7 like a one in a hundred, a one in ten?
- 8 MR. JONES: It happens at least once a
- 9 year, I would say. I don't know if that gives
- 10 you a -- there's no denominator that I know, but
- it's not that infrequently.
- Pat, did you have another comment?
- 13 PAT: I'm sorry.
- MR. JONES: Perhaps we could do a
- 15 little summarizing around this part before we
- 16 move on to the data needs section. One of the
- 17 things that -- well, there were two things that
- 18 I think that the work group should think about
- 19 working on further, maybe three. Three
- 20 actually.
- One is this issue of how the Agency
- deals with when it actually needs new data, the

- DCI issue, and I think it would actually be
 worthwhile to, again, do it in the context of an
- 3 example, even if it's a made-up example, and
- 4 literally play it through in the work group to
- 5 see if everyone sort of has the same sense of,
- 6 well, how would it play out if the Agency comes
- 7 to the conclusion it needs four or five studies
- 8 to bring a chemical into compliance with today's
- 9 standards, and see if everyone's comfortable
- 10 with the way you all see it playing out. So,
- 11 again, sort of doing -- working through an
- 12 example around that.
- There were a number of issues in the
- 14 presentation, Erik and George's presentation,
- around public participation, that I think it
- would be worthwhile for the work group to spend
- 17 a little more time to see how much consensus
- 18 there is around that. It wouldn't surprise me
- if there's consensus over three-quarters of it
- but maybe not all of it, and it really would be
- 21 helpful for us to know just how broad the
- 22 consensus around those recommendations is.

1	That could be quite helpful, the more
2	consensus there is on issues, the easier it
3	becomes for us and the fewer choices that we
4	need to make. Obviously we need to make a
5	choice whether to accept it, but when I face
6	consensus with broad stakeholders, I'm inclined
7	to accept them. So, I think it would be useful
8	to spend a little more time on just how broad is
9	the consensus around that.
10	I think I implicitly answered exactly
11	what our current plan is, I think, around when
12	something hot comes to our attention, what are
13	we going to do. I think that we would benefit
14	from having the work group spend a little more
15	time talking about that, and the answer is right
16	now, we're approaching it as we are identifying
17	it in the preamble with what our intention would
18	be if we get information that leads us to
19	believe something should be taken out of the
20	order.
21	We are not intending at this point to
22	put something in the regulation. So, you right

- 1 now know what the general plan is. I think
- 2 having the work group spend a little more time
- with that knowledge to see if a consensus can
- 4 come out of that as to whether or not that
- 5 approach is the approach you would recommend or
- if you would recommend a different one. Again,
- 7 if there isn't a consensus -- if there is, it
- 8 would be useful to know, though, what the --
- 9 those are the three things I thought that this
- 10 part of our work group could spend some focused
- 11 time on in the next three months. I think it
- would be important for it to be in that time
- 13 frame.
- 14 That's sort of what I had as follow-up
- 15 around that. Was there -- okay, why don't we
- move on to the next part of this presentation.
- 17 MR. ELLENBERGER: Okay, we will move
- on. Julie Spagnoli from Bayer is going to make
- 19 a presentation on thoughts that she, Ray
- 20 McAllister from CropLife and Sue Crescenzi from
- 21 Steptoe & Johnson have on dealing with refining
- 22 data requirements.

1	Julie?
2	MS. SPAGNOLI: Okay, similar to the
3	public participation process, these were kind of
4	assignments made to a subgroup of the work group
5	that we tried to come up with I guess
6	recommendations based on the previous
7	discussions that the work group had had and
8	identifying any issues, but not because of
9	timing, as Erik said, we kind of shared these
10	with the work group, but it's not necessarily
11	that there's a full consensus yet, and Erik
12	indicated with you know, as far as what the
13	timing was for supplying new data, we tried to
14	approach it from what we saw as the most
15	practical standpoint, but we really haven't
16	totally vetted or come to a consensus on this.
17	But what first we looked at you
18	know, tried to think about and identify what
19	types of data requirements might there be in
20	looking at any particular case or active
21	ingredient, and one would be if there was an
22	actual new data guideline requirement that

- was -- you know, hadn't previously been
- 2 requested of that chemical or any other
- 3 chemical, data that might be -- that had not
- 4 been requested previously for that chemical but
- 5 now was required of chemicals with similar uses
- 6 or similar products.
- 7 There could be data needs that were
- 8 triggered by a particular concern but that had
- 9 not been requested previously, and then there
- 10 could be the case where data had been requested
- but had not yet been supplied. So, we tried to
- 12 look at what were the possible types of data
- 13 needs that there might be.
- 14 The first being, you know, a new
- data -- a new guideline requirement, this would
- 16 be if a particular piece of data or a study was
- 17 needed for a chemical that had never been
- 18 requested before and hadn't been requested of
- 19 any chemicals, and if -- the way we looked at
- 20 this is that if a new guideline study was
- 21 applicable to support the registration of all
- 22 active ingredients meeting a certain criteria,

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completed.

2 active ingredients. For example, if it was decided that, 3 4 you know, all products registered for use on 5 golf courses needed some particular study, then a DCI should be issued to all products 6 7 registered for use on golf courses. You know, that registration review should not be used a is 8 9 the mechanism for implementation of a new data 10 requirement, that when a new data need was identified based on a certain criteria, it 11 should be requested of all chemicals and not 12 13 used -- not called in via registration review. If such data are necessary, though, to 14 15 conduct a new risk assessment in the course of 16 registration review, they have to be submitted

before that registration review can be

then a DCI should be issued for all of those

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the data is called in, what the schedule is for

submission of the data and when a chemical is --

you know, comes up for registration review, it

could affect the timing of the completion of

So, given, you know, where -- when

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1 registration review. 2 The next one would be data that were not previously requested but now are determined 3 to be necessary. If -- in the -- in that 4 initial -- if you remember that flow chart where 5 if it's determined that a new risk assessment is 6 7 necessary, the next question that is asked, are all -- are all the data that are necessary to 8 9 conduct that risk assessment available, and if 10 in that process it's determined that particular 11 data are necessary to conduct the new risk assessment, then at that point the Agency would 12 13 have to issue a DCI for that data. Then, of course, the final assessment can only be 14 15 completed after the submission of the data. If it's determined that these data are 16 only confirmatory, that they're really not 17 necessary for a risk assessment, but they are 18 necessary to bring a chemical up to all current 19 20 standards, then they could be issued as a DCI at the completion of registration review. And an 21

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example of this would be if an additional

- 1 residue study is needed just to bring a product
- 2 up to full guideline requirements, although that
- data might not be necessary to make a decision
- 4 or to conduct a risk assessment. It would just
- 5 be confirmatory data.
- 6 There could be in the course of the
- 7 registration review, if they're looking -- in
- 8 that initial assessment, when they're reviewing
- 9 incident data, that it could -- concern could be
- 10 raised by looking at incident data that could
- 11 trigger the need for actual data to conduct a
- 12 risk assessment to the -- for that particular
- 13 risk. You know, if there was indications that
- there were a number of fish kills or something,
- there may be some additional data necessary in
- order to really assess that risk.
- So, if those data needs are -- when
- 18 those data needs are determined, then again, a
- 19 DCI would have to issued and then the risk
- 20 assessment completed for that particular risk
- 21 when the data are submitted and reviewed.
- The last category would be data that

- 1 had been previously requested, and this could
- 2 have been, you know, on the basis of a previous
- 3 DCI. If the waiver request was pending to that
- 4 DCI, if the registrant had requested a waiver
- 5 from a DCI and that decision was still pending,
- 6 then the decision -- final decision on that
- 7 waiver request would have to be part of that
- 8 initiation of the registration review. The
- 9 Agency would have to determine, are these data
- 10 truly necessary or not and either grant the
- 11 waiver or request the data.
- 12 There also could be the case where if a
- 13 generic data exemption was claimed by
- 14 formulators, but then the basic registrant
- 15 elected not to support a particular use, then
- 16 the EPA must inform those formulators, and they
- 17 would have to decide if they are going to
- 18 support the use themselves and supply the
- 19 necessary data.
- 20 And then again, the data generation --
- there could be data generation that's still
- 22 under process under a DCI. This would be, you

- 1 know, if a DCI had been issued a year previous
- 2 to the initiation of registration review, the
- data may be in process but not yet submitted.
- 4 If those data are necessary to conduct the new
- 5 assessment, then the registration review would
- 6 be completed after the data were submitted.
- 7 And again, you know, we're looking at
- 8 this from the standpoint of the fact that
- 9 there's -- if there's going to be 50 chemicals a
- 10 year for -- that registration review will be
- initiated for, as, you know, Susan had indicated
- and from the feasibility study, we know that not
- 13 all 50 are going to have the exact same set of
- 14 circumstances. Not all 50 are going to
- 15 necessarily need new assessments or new data.
- 16 And so, trying to look at the -- you
- 17 know, the flexibility of the process and, you
- 18 know, if data are necessary, what types of data
- might be necessary, and the best way of, you
- 20 know, timing that, recognizing that, you know,
- if 50 chemicals are initiated in a given year,
- 22 not all 50 may necessarily be completed on the

- 1 exact same schedule, and we just have to try to
- 2 build in the flexibility into the process and be
- 3 most efficient.
- 4 If, you know, two years from the review
- 5 is initiated they have to go back and review,
- 6 then really you're actually starting the review
- 7 at that point. So, again, it is really not
- 8 possible to initiate the review before -- two
- 9 years before you initiate the review.
- 10 So, that's, you know, what we kind of
- 11 tried to look at from a practical standpoint of
- 12 how do we most efficiently get the data
- 13 necessary, and I think the key point was is that
- 14 we don't want registration review to be the sole
- 15 means of calling in or collecting data. If data
- are necessary at any point in the registration
- 17 process, then the data should be -- you know, if
- 18 a special issue is identified, then the data can
- 19 be asked for at that point, but this is not the
- 20 sole mechanism for requiring either new or
- 21 previously requested data.
- 22 UNIDENTIFIED FEMALE: Anyone have

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      questions from (inaudible)?
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               MR. JONES: Questions? Allen?
                       This may be more a
 3
               ALLEN:
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      manifestation of my own ignorance about this,
 5
      but I'm wondering whether there's a requirement
      on the part of a registrant or public health
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 7
      officials or anyone else who might gain access
      to information that would adversely affect the
 8
      registration process, to turn this information
 9
10
      over to the Agency. It sounds to me like if
      the -- one of the mechanisms by which the Agency
11
      gets this information is through the data
12
13
      call-in process, but it seems to put the burden
      of responsibility in a different direction, more
14
15
      on the Agency has to ask for it rather than
16
      being a compulsion on the part of others to
      divulge this as it occurs.
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18
               MR. JONES:
                           The statute does provide
      that if the registrants have information that
19
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      indicates potential adverse effects, they are
      required to submit that to the Agency. That's
21
      part of the statutory and our regulatory
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1	program.
2	Erik?
3	ERIK: Yeah, I just want to pick up on
4	an issue Julie raised toward the end of her
5	presentation which we wrestled with in the work
6	group and I think is worth broader discussion
7	of, which is, of course, you can't initiate a
8	review before you can initiate a review or
9	whatever, but the question is really how do we
10	avoid the pitfall that the Agency often finds
11	itself falling into, which is that it gets to
12	the point of reviewing something and has to make
13	decisions, and it turns out that if it had done
14	sort of a preliminary review of its files two
15	years earlier, it could have said, oh, these
16	three DCIs haven't been answered or this data
17	isn't up to date and could have made that
18	request earlier so that when the decision point
19	comes, that all the data is collected.
20	So, it's a difficult issue that we did
21	wrestle with, and I'm not sure we came to
22	consensus on it, but at least from our

- 1 perspective, we'd like to avoid that pitfall.
- 2 So, if we're talking about every chemical being
- 3 reviewed 15 years after its last decision, that
- 4 we not wait until 15 years after its last
- 5 decision to review the file and say, ah-ha,
- 6 these three DCIs haven't been answered and these
- 7 other new guidelines haven't been complied with,
- and therefore, we're going to ask you to submit
- 9 the data, and it's going to be two or three more
- 10 years later.
- 11 So, I guess what we were urging is that
- there be some kind of built-in process in these
- rules that a couple years before the decision
- 14 point is scheduled, which would be 15 years
- 15 after the last major decision, that there be
- some kind of preliminary file review to make a
- 17 decision as to whether there is new data or data
- 18 that should have been in the file that isn't
- 19 there. That was the point that was trying to
- 20 make in my earlier presentation.
- I'm not clear on whether, Julie, you
- are disagreeing with that approach or maybe you

- can amplify upon what you were -- what you were
- 2 trying to say in that last slide.
- MS. SPAGNOLI: Well, I think that, you
- 4 know, if you're going to go back and do a
- 5 thorough review of all the data, that's really
- 6 built into the initial process, that it's -- I
- 7 think that we -- I don't know if we can pull
- 8 that little flow chart up. Which one was that?
- 9 UNIDENTIFIED MALE: The one on page 20?
- MS. SPAGNOLI: Yeah, whatever.
- 11 UNIDENTIFIED MALE: Slide 7.
- MS. SPAGNOLI: Seven, yeah.
- I think, you know, it's at that point
- that the decision's made that a new assessment's
- 15 required, and then the next question is is do we
- 16 have all the data to make that assessment? If
- 17 the answer is no, then we have to -- you know,
- 18 the registrant has to provide that data.
- 19 There's really -- if you -- that's where that
- 20 decision would be made.
- Now, I think to your point, if there's
- 22 been a new guideline requirement that's just not

- been complied with, if there's some way that
- that can be identified earlier, I quess that's
- 3 something we can -- we can look at, or if a
- 4 DC -- you know, if a DCI had been issued but
- 5 just not complied with, I guess that's something
- 6 we can further discuss.
- 7 MR. JONES: I'm going to go out of
- 8 order with Caroline, who seems to want to make a
- 9 point to this point.
- 10 CAROLINE: Yeah, I think what we're
- 11 talking about is inventory. I mean, we can't do
- 12 a qualitative assessment two years in advance
- and say we've got a study but it's not very
- 14 good, because that's what the review is, but
- 15 you're really talking about an inventory. So,
- 16 what you could do is have a system set up where
- 17 all the studies are online and reported and go
- 18 back and run a -- you know, run a model and see
- 19 what's missing, see who's missing studies. That
- doesn't seem to me to be that complicated.
- 21 MR. JONES: You know, my
- 22 understanding -- I think the way that right now

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that the rule plans on -- not the rule, but the 1 2 program plans on addressing that is the whole idea of pulling together the baseline, all of 3 the information that we think is relevant to 4 5 that chemical and making that available for all stakeholders to look at and say, whoa, whoa, 6 7 whoa, you missed this and you missed that. Whether that is foolproof or not, I 8 doubt it will be foolproof, but I think that 9 10 that's the current thinking in terms of how we can work to assure that everything we have or 11 12 should have is available for people to look at 13 first before we start going down the road here. But that's, again, part of 14 CAROLINE: 15 the review itself. What I'm suggesting is that 16 you could have some kind of program that you run -- you could run it any time and just see 17 what chemicals are out there that are missing 18 studies that you've required. 19 20 UNIDENTIFIED MALE: Carol, I think the opportunity that we have in this program as 21

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we're designing it is when you -- when we pull

- 1 the information together to put in a public
- 2 file, how much looking do we do at that
- 3 information? Do we do a preliminary kind of
- 4 screening issue, if you will, of looking for
- 5 obvious data gaps or cases where we've called in
- data and the data haven't come in, contacting a
- 7 registrant, are you on schedule to submit it by
- 8 date X when it's due, et cetera, et cetera, and
- 9 that can happen -- you know, we can -- we can
- 10 construct that schedule to do that process,
- 11 whether it's a year in advance, two years in
- advance, whatever might be the right mix, so
- that we get as much of that data need
- 14 identification up front early rather than closer
- 15 to the scheduled completion date.
- 16 CAROLINE: Yeah, well, what I'm
- 17 suggesting is rather than do that chemical by
- 18 chemical, which is so much of what you do in
- this damn program, is that you can do a program
- that will do that for you and you don't even
- 21 have to look at the chemical if the studies are
- 22 missing. Again, you can't do an evaluation of

- 1 the studies, but --
- 2 UNIDENTIFIED MALE: I am hearing some
- 3 very generic advice about how we track DCIs. I
- 4 hear you. It's not specific to registration
- 5 review. It's very relevant to it, but it's not
- 6 exclusively --
- 7 CAROLINE: Exactly.
- 8 UNIDENTIFIED MALE: -- associated with
- 9 it.
- 10 ERIK: Yeah, I would like to follow up
- on that. This sort of feeds into the
- 12 recommendation for an e-docket. You know, if
- there were a sort of publicly accessible
- 14 tracking system of DCIs and information
- 15 requests, the Agency could run its own report on
- this routinely, and it would be on your desk
- 17 monthly or whatever that would tell you exactly
- 18 what DCIs are outstanding, what issues are
- 19 outstanding, but that -- and I think that is
- 20 important.
- 21 The idea of the registration review as
- a safety net would be that although you would

- 1 have that routine, programmatic thing built in,
- 2 that at some point there be a prescreen well
- 3 before the decision point is scheduled. So, if
- 4 the last time you did a major review of chemical
- 5 X was in 2000, you don't want to wait until 2015
- 6 to go into your files and decide whether there
- 7 are a bunch of studies that are missing or just
- 8 blatantly inadequate or whatever.
- 9 So, you know, I think it is a balancing
- 10 act, but you want to have, we think at least, a
- 11 couple years before the decision point, somebody
- to go into the files and pull that information
- 13 together and do that prescreen and decide, well,
- 14 are there some obvious deficiencies in the
- database that we know we're going to need, and
- 16 you know, you may miss things. Obviously if you
- don't read every word of the study and
- 18 comprehensively peer-review everything, you're
- 19 not going to get everything, but if there are
- 20 sort of sore thumbs that are sticking out, that
- that be identified well in advance.
- 22 And again, this is a safety net. You

- don't want to supersede DCI deadlines and
- 2 noncompliance with DCI deadlines to wait for ten
- 3 years.
- 4 MR. JONES: Shawny?
- 5 SHAWNY: Yeah, just to dovetail on what
- 6 Erik was just saying, I think that it would also
- 7 be important through the e-docket process also,
- 8 you know, just opening up this a little bit more
- 9 to stakeholders and a little bit earlier, that
- 10 you would also hear different perspectives on
- 11 what might be confirmatory information versus,
- 12 as Julie was pointing out, these two categories
- of what might be confirmatory, and therefore
- shouldn't hold up the risk assessment process,
- 15 versus data necessary to complete a risk
- 16 assessment, and of course, I think that there's
- 17 different opinions out there about what data
- 18 should hold up a risk assessment and which
- 19 should not. So, again, that would be a good way
- 20 to get those kinds of opinions.
- MR. JONES: Troy?
- 22 TROY: Thank you. A clarifying

- 1 question to Julie's slide 39. There are four
- bullet points there, but only one explicitly
- 3 mentions the new guideline. I just wanted to
- 4 clarify that the other scenarios for data
- 5 requests would be based on quideline studies as
- 6 opposed to come to us with a protocol, we'll let
- 7 you know if it flies.
- 8 MS. SPAGNOLI: Well, which I really
- 9 didn't elaborate on. I think we were kind of
- just thinking about what were the types of data.
- I mean, I think one of the issues that's
- 12 frequently come up in the discussions with the
- work group is the need for the promulgation of
- 14 Part 158 to have -- to know what are all the
- data requirements. I mean, I think that comes
- 16 up just about every time we get together and
- 17 talk.
- 18 So, I think essentially it is -- for
- 19 the most part, I think we are looking at what is
- 20 a quideline study. You know, if it's determined
- 21 that, you know, a fish toxicity study is
- 22 necessary, it would be the guideline study. I

- 1 don't -- you know, I suppose if there was a data
- 2 need triggered by a particular concern,
- depending on what that concern is, it could be
- 4 some kind of specialized data, but we didn't,
- 5 you know, really elaborate on it. We just kind
- of thought about what are the different kinds of
- 7 data that might, you know, be necessary as part
- 8 of this process.
- 9 When they got to the point of looking
- 10 at if we need to do a new risk assessment, are
- 11 the data available? What could be the
- 12 possibility? So, that's really how we looked at
- 13 it.
- 14 TROY: Thank you.
- 15 MR. JONES: Shelley.
- 16 SHELLEY: Well, I would think that
- there is some process or you should certainly
- have a process of tracking your DCIs and making
- 19 sure that stuff is on time.
- 20 What I was thinking about is the kinds
- of other opportunities you would have to make
- 22 sure you have all the data you will really need,

- and a couple opportunities that seem to come to
- 2 my mind, I guess I would like to draw some
- 3 lessons, for example, from the requirement that
- 4 certain OPs or all OPs -- I don't know exactly
- 5 what you ended up doing -- have the
- 6 developmental neurotoxicity study, and that was
- 7 something that I think emerged out of your
- 8 review of which pesticides are in a cumulative
- 9 risk group.
- 10 So, that might be an opportunity to
- 11 say, well, if we're going to look at, you
- 12 know -- and that's a relatively -- I don't know
- if early or late, but in the scheme of how you
- 14 actually did it, it was before you had completed
- the individual risk assessments on individual
- OPs, you had made a determination about this
- 17 risk group, and that seemed to trigger the
- 18 notion that as a group, and I guess Julie was
- 19 talking about this, too, that the need for
- 20 requirements, you know, for chemicals of a
- group, you know, that would be an opportunity to
- 22 say, well, do we is enough for this whole group,

1 and that got raised. 2 Now, you know, I'm an outsider to this It seemed like it took a really long 3 time from the time that the need for that type 4 5 of study arose to the time that it was actually called in. So, it seems like a good opportunity 6 7 to go back and do like a little case study of your own to say, well, you know, did we really 8 9 move forward on this as expeditiously as we 10 could? In the same kind of vein, in terms of 11 12 new data that's going to come up, I mean, I 13 think that you're looking at that with the new endangered species kind of concerns. As this 14 15 comes up, you're going to find that a whole 16 number of chemicals are going to be involved, you know, in a particular watershed or habitat 17 or something like that, and it's going to be 18 another opportunity, I would think a little 19 20 ahead of your making this individual chemical reviews, to say to yourself, do we have all the 21

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data we need?

22

1	I guess what I'm suggesting is you
2	might look at the processes you already go
3	through for
4	(End tape 2-A.)
5	SHELLEY: or FIFRA or whatever and
6	say, you know, what are the time periods in
7	which these kind of data needs might come to the
8	fore as opposed to waiting for individual
9	chemical reviews?
10	And I guess one other sort of systemic
11	point I would just like to make is that another
12	problem that seems to arise from time to time is
13	that the studies you get just aren't adequate,
14	and so, you know, this is another kind of thing
15	that you have got to have in place, is to, you
16	know, have some kind of review so that the
17	adequacy, you know, or the blatant inadequacy of
18	a study doesn't just come to the fore when you
19	do an individual chemical review.
20	UNIDENTIFIED FEMALE: Yeah, I actually
21	wanted to ask a clarifying question about the
22	new guideline requirements situation to see

- 1 first, I guess, Julie if I understood what you
- 2 were saying and then -- the way I understood
- 3 what you were saying is if the Agency decided
- 4 and had established a new guideline for a new
- 5 type of requirement and it was required for,
- 6 say, all pesticides that had food uses or all
- 7 pesticides that had residential uses or whatever
- 8 the group was, that we shouldn't wait to impose
- 9 that requirement one by one by one, as we did
- 10 registration review, but we should then
- 11 presumably do it some other way.
- 12 And I was curious, if I'm understanding
- 13 you right, if the group thought about, well,
- 14 what's the other way if it's not through
- 15 registration review and how -- and sort of how
- 16 that might actually impact registration review
- 17 and other activities, especially if it was
- 18 across a large number of chemicals, because it
- 19 was, say, all food uses or something like that.
- 20 I don't know, did the group spend time talking
- 21 about that?
- MS. SPAGNOLI: Yeah, I mean, we spent

21

22

considerable time, I think, saying that 1 2 registration review should not be the mechanism for imposing new data requirements, and that, 3 again, if a particular new guidelines is -- or a 5 new data requirement is determined for a certain chemical -- you know, all chemicals meeting any 6 7 particular criteria, that a DCI should be issued for all chemicals meeting that criteria, you 8 9 know, at the point where it becomes a data 10 requirement, and then, you know, the timing for those -- for -- you know, the submission, 11 whatever it might be, depending on the study, 12 13 would be the same for all those chemicals, you know, it would be more of just the standard DCI. 14 15 If a particular chemical was in the 16 process of registration review at that time and those data are necessary to complete a risk 17 assessment for that chemical, well, then, 18 obviously the completion of that risk assessment 19 will have to be contingent on the submission and 20

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review of those data, so that -- but they don't

necessarily have to wait -- you know, if

- 1 chemical A is in registration review right now
- and chemical B isn't going to be in registration
- 3 review for ten years, but they both need that --
- 4 you know, if that's a data requirement for both
- of them that's been determined to be necessary
- 6 to support their registration, you shouldn't
- 7 wait -- you know, require it of chemical A at
- 8 registration review and then wait and require it
- 9 of chemical B ten years later. That's how we
- 10 were thinking of it.
- 11 UNIDENTIFIED FEMALE: Okay, and then
- just to follow on, then, does that imply if we
- impose the data requirement at the same time for
- the whole group, that you'd also evaluate the
- data at the same time as opposed to waiting
- 16 until the -- say for the tenth year or --
- 17 MS. SPAGNOLI: I quess it would depend
- 18 on --
- 19 UNIDENTIFIED FEMALE: Did you talk
- 20 about that?
- 21 MS. SPAGNOLI: I would assume that if
- 22 it's determined those data are necessary to make

- 1 a decision on the continued registration of the
- 2 chemical, then yeah, I would have -- you know, I
- 3 mean -- I think we're, you know, we're hoping
- 4 that's not the case that often.
- 5 UNIDENTIFIED FEMALE: (Inaudible) new
- 6 guidelines.
- 7 MS. SPAGNOLI: Correct, but I mean, you
- 8 know, but if they do establish a new guideline,
- 9 it should be, because the Agency's determined we
- 10 need to have this information to make a decision
- on the continued registration of these products,
- and if that's not the case, then there shouldn't
- 13 be a new data requirement.
- MR. JONES: Okay, one more question
- 15 from Melody or comment.
- 16 MELODY: I have to plead ignorance on
- the data call-in process, but I was wondering,
- 18 this sort of ties into what Julie was talking
- 19 about. I was wondering if there is another
- 20 process other than the registration review in
- 21 which there's some kind of analysis of the data
- needs that would be open not necessarily just to

- 1 within EPA but to the public or for the
- 2 participation such as what Erik was talking
- 3 about.
- 4 The reason I ask is that a lot of times
- 5 that my agency has meetings to talk about
- 6 research needs, so at the end of everything we
- 7 do, you know, we always think about the future,
- 8 you know, like what are the research needs. So,
- 9 I was wondering if you have some kind of process
- 10 like that in terms of data needs.
- 11 And also, since research takes time to
- do and if there is no data available, then you
- 13 really do need some lead time before -- you
- 14 know, to alert people that we need this kind of
- data and by -- you know, we would need it within
- this number of years. So, you really have to be
- 17 thinking about it ahead of time.
- 18 MR. JONES: Yeah, actually, there are a
- 19 number of places that we engage in those issues.
- When we do identify a data need that we have and
- 21 have begun to develop the guideline around it,
- 22 we take that into a public process. That's a

- very specific example of engaging the public
- 2 broadly.
- We also engage our Office of Research
- 4 and Development. Right now, we actually have
- 5 a -- through the Office of Research and
- 6 Development some futuristic thinking around data
- 7 as it relates to chemicals generally, and the
- 8 NAS is giving us some advice, and that's a very
- 9 public process as well, and that's not just
- 10 pesticides. It's chemicals broadly.
- 11 We have some -- we are working right
- 12 now with -- on another group, (inaudible),
- that's also thinking about the existing
- 14 framework that we use and are there ways to
- enhance the power of the tests, and again,
- that's got a public component to it.
- 17 So, a variety of different places that
- 18 we engage the public on the future of -- the
- 19 future data needs that can support pesticide
- 20 licensing.
- 21 MELODY: I was wondering, is there a
- 22 process where the public can bring up their

1	concerns so that you consider those?
2	MR. JONES: The three processes that I
3	mentioned all have a public participation part
4	of it, and then we generally we also have a
5	system I think that's transparent enough that we
6	regularly do get advice from stakeholders about
7	what they think are specific data requirements
8	that they believe we ought to be focusing on,
9	either in a futuristic way or in a current
10	application of existing data requirements.
11	Okay, well, I really want to thank Jay
12	and Susan and the PPDC members. I think that
13	you had nearly a dozen members of the PPDC who
14	are very active helping us get to where we are
15	right now, and we couldn't have gotten there
16	without all of you. This has been not just
17	the hour and a half we've spent today on this
18	topic, but the year or so that we have spent
19	with all of you trying to move this program
20	forward.
21	I feel like I am getting close to being
22	properly informed so that I'm able to make

- 1 proper judgments around this program. I think
- there's a little bit more work to do. We talked
- a little bit about from the first work group
- 4 some follow-ups. I think from the second
- 5 presentation that we had, again, I would ask
- 6 that the registration review work group, if you
- 7 could take Julie's and Sue and Ray's
- 8 recommendation and spend some more focused time
- 9 on it as a work group to see if there are
- 10 elements of it that there can -- that we can get
- 11 some consensus around.
- I do think it would be particularly
- interesting in that exercise to sort of play it
- 14 out the way Ann was talking about, because it
- would be useful to get advice, not just issue a
- DCI all at the same time, well, then, what do
- 17 you advise that we do as it relates to how you
- then run registration review? So, taking that
- 19 recommendation and just playing it out through
- 20 what the registration review program would then
- 21 do.
- But again, I really want to thank those

- of you who have really devoted a significant
- 2 amount of time, energy and effort. I'm feeling
- 3 quite confident that we are going to have a
- 4 well-informed rule and registration review
- 5 program up and running when we finish
- 6 reregistration. So, with that, we are going to
- 7 take a 15-minute --
- 8 (A brief recess was taken.)
- 9 MR. JONES: Before lunch, we have four
- 10 areas where we're going to be giving you some
- 11 updates. One of them is -- the last one,
- 12 alternative non-animal testing, is a follow-up
- to some PPDC discussion we've had over the past
- 14 two years, and in our effort to sort of keep you
- posted on what we've been doing with some of the
- 16 advice we've gotten, we are going to be talking
- 17 about that.
- 18 The other three are just basically
- 19 giving you some updates about some important
- 20 activities ongoing in the Pesticides Program
- 21 right now. We will start with Bill Jordan,
- 22 who's going to give us an update on human

1	testing.
2	Bill?
3	MR. JORDAN: Thanks, Jim.
4	The last time that we got together in
5	May, I told you all a little bit about where we
6	were thinking about going and the important role
7	that the report from the National Academy of
8	Sciences committee is likely to play in our
9	thinking, and the grand outlines of the
10	situation have not changed much since then, but
11	I'll for those folks who weren't around in
12	May or don't remember all the fascinating things
13	that I said in May, I'll go back over some of
14	that ground.
15	In terms of human testing, there are
16	two important reference points or touchstones
17	that we're looking at. The first is the
18	decision by the U.S. Court of Appeals for the
19	District of Columbia Circuit in the lawsuit
20	brought by CropLife America against EPA
21	concerning EPA's press release that said, in
22	effect, we are not going to look at certain

- types of human studies pending the development
 of a final policy.

 What the Court of Appeals said is that
- that press release was a regulation and that it
- •
- 5 had not been issued or promulgated in accordance
- 6 with the requirements of the Administrative
- 7 Procedure Act, and therefore, it was illegal,
- 8 and they, therefore, ordered us to withdraw that
- 9 illegal regulation and to proceed as we had in
- 10 the past, which was to make decisions on a
- 11 case-by-case basis.
- 12 And so, that decision by the U.S. Court
- of Appeals represents the direction about how
- 14 EPA is to do its business when it comes to
- 15 looking at human studies. We are to make such
- 16 decisions on a case-by-case basis, taking into
- 17 account statutory requirements, high ethical
- 18 standards and the provisions of the common rule.
- 19 For those not familiar, the common rule
- is a regulation that governs the conduct of
- 21 human studies that are either performed by or
- 22 performed with the support of the Federal

- 1 Government, and USEPA has issued these
- 2 regulations along with 16 other federal
- 3 agencies, and they basically are designed to
- 4 assure that there are protections for the
- 5 participants in any human research. So, the
- 6 CropLife decision represents one important
- 7 touchstone.
- 8 The other is the National Academy of
- 9 Sciences report, and the Academy did a job that
- 10 tackled in a very serious way the questions that
- 11 EPA posed to the committee, and they gave us
- some very specific recommendations. We had been
- looking at those recommendations and recognizing
- 14 that they cover a lot of different things. In
- order to think about it, it's not enough simply
- 16 to announce a policy or to promulgate a
- 17 regulation.
- The Academy actually asked you to deal
- 19 with a lot of different things, too, and they
- 20 gave us recommendations in a lot of different
- 21 areas. They asked us to think about issuing
- 22 guidance clarifying aspects of the common rule

- 1 that are more general in nature, and the
- 2 quidance would be particular to the types of
- 3 studies that were at issue.
- 4 The Academy made recommendations about
- 5 reorganizing the review of proposals to conduct
- 6 human studies for EPA, so it would -- if we
- 7 adopted the Academy's approach, we would
- 8 consider reorganization of certain functions
- 9 within the Agency.
- 10 Within EPA, we've been thinking about,
- looking at and talking about the recommendations
- of the Academy, and where we are headed is to
- issue a document that explains a more
- 14 comprehensive framework for addressing human
- 15 studies.
- As I indicated before, the Academy's
- 17 report covers a number of different issues, and
- 18 so our framework will, I hope and expect,
- 19 address that range of aspects of the Academy's
- 20 report.
- To be sure, as we have said in the
- 22 past, we need to do rulemaking. The Agency

- 1 needs to promulgate a regulation that addresses
- 2 the questions about under what circumstances
- 3 will the Agency consider human studies. The
- 4 Agency -- the Academy made recommendations about
- 5 extending the common rule and adopting
- 6 provisions in other federal agencies, FDA's
- 7 area, for example, about protections for
- 8 children.
- 9 If we are going to do that, we need to
- do so through rulemaking, and so, we are going
- 11 to say as part of our framework that we're going
- to do rulemaking to address and tackle these
- issues. I won't say today, because I don't
- 14 think the Agency has worked out these
- particulars, what that rulemaking will actually
- 16 say, but it is clear to us that we need to
- 17 tackle these issues and to use the
- 18 administrative mechanism of rulemaking.
- 19 Now, all of the folks in this room, I
- 20 am sure, appreciate that rulemaking is a process
- 21 that is designed to bring a lot of public input,
- to make sure that matters are thought through

- 1 carefully, that they are looked at from a number
- of different angles, and in order to do that
- 3 kind of work and to do it well takes time. So,
- 4 as a practical matter, preparing a proposed
- 5 regulation, taking public comment and
- 6 promulgating a final regulation is not likely to
- 7 happen any time soon.
- 8 I've been associated with a number of
- 9 rulemakings over my career at EPA, and it's
- 10 years, not months. So, that means that for a
- good while, for the foreseeable future, we are
- not going to have a rule that guides how we will
- operate when it comes to reviewing human
- 14 studies, and that means, according to the
- 15 CropLife decision, that we will be operating
- 16 under our past practice.
- Now, that past practice may not be
- immediately obvious to everybody, so one of the
- 19 other things that we are thinking about doing is
- 20 issuing a statement to clarify and describe what
- the case-by-case approach involves, and we're
- working, again, to prepare that, make sure that

- 1 everybody within the Agency understands that
- 2 practice and to put that out.
- 3 We recognize that the sooner we do
- 4 that, the better. We are working internally to
- 5 produce documents. I'm not sure I can predict
- 6 confidently how long that's going to take, but I
- 7 think we're talking months, not years. We
- 8 regard it as very high priority. We understand
- 9 that not only for the Pesticide Program but for
- 10 the entire Agency, we're better served by having
- 11 that in the public domain sooner rather than
- 12 later. So, I and a number of other folks are
- devoting a significant amount of time and energy
- 14 to trying to move that ahead.
- I think that that pretty much
- summarizes where we are on human studies, and
- 17 I'll take questions.
- 18 MR. JONES: Steve?
- 19 STEVE: I just have a question. Do you
- 20 have a cite for the case?
- 21 MR. JORDAN: I can get it for you,
- 22 Steve. I don't have it at my fingertips.

1	STEVE: Thanks.
2	MR. JONES: All right, thanks a lot,
3	Bill. Oh, I'm sorry, Erik.
4	ERIK: Bill, sorry, I had a phone call,
5	and I took it and missed the beginning of your
6	presentation, so I apologize, but did you say
7	what you're doing in the interim with respect to
8	reviewing chemicals and whether you are
9	accepting studies, and if so, what you're using
10	to measure the adequacy of those?
11	MR. JORDAN: As I I started off,
12	Erik, by saying there are two touchstones, one
13	of which is the CropLife decision, and that
14	direct EPA to proceed on a case-by-case basis
15	and to reference statutory requirements, high
16	ethical standards and the common rule, and
17	there's been one case that I'll mention or one
18	situation where we have done some work in this
19	area. It's not in the pesticide area.
20	The Acute Exposure Guidelines Program
21	develops regulations for emergency responders
22	about what levels of acute exposure represent a

- 1 hazard, and as part of that, they review the
- 2 scientific literature and attempt to make sense
- 3 of it in terms of recommending a particular
- 4 level.
- 5 Some of the data available from the
- 6 public literature include human studies, and
- 7 we've issued a notice in the Federal Register,
- 8 and I'll let that speak for itself, summarizing
- 9 the available human studies database for that
- 10 consideration and how we went through thinking
- about the ethics issues in connection with that
- 12 as well as the science issues.
- 13 ERIK: If I could follow up on that, I
- 14 did take a look at that, and one question I have
- is there were several NAS recommendations or NRC
- 16 recommendations for creation of a series of new
- 17 processes within the Agency and outside review
- 18 boards, et cetera.
- 19 Are you basically starting to accept
- those studies as you did in the AEGL, I guess
- 21 it's pronounced, situation without having
- created all those review boards and followed the

recommendations of the Academy? 1 2 MR. JORDAN: The AEGL -- that's the acronym, Acute Exposure Guideline Level or 3 Limit, I'm not sure, pronounced "eagle" --4 didn't go through any external review before we 5 sent it to the National Academy of Sciences, 6 7 which is itself an external review. The NAS in the AEGLs program does play a very prominent 8 rule, and as mentioned, this is a case-by-case 9 10 kind of approach, and so I don't think it would be necessarily appropriate to conclude that what 11 we've done on the AEGLs program this time around 12 13 is -- locks EPA into a particular position about using external peer review or not. 14 15 MR. JONES: Shawny? 16 I'm just -- I'm wondering, SHAWNY: it's a little unclear, have cases been submitted 17 that the Agency has reviewed on a case-by-case 18 basis on pesticides involving human testing? 19 20 MR. JORDAN: We have a number of studies and a number of pesticides under review. 21 We haven't made any final decisions for the 22

- 1 types of study -- for pesticides for which the
- 2 types of studies that were the focus of the
- 3 controversy, intentional dosing studies to
- 4 identify or quantity tie toxic, systemic end
- 5 point. We haven't made any decisions on those,
- 6 but we do have -- it's no secret -- lots --
- 7 lots -- well, we can argue about what's lots,
- 8 but we have more than a dozen pesticides for
- 9 which that kind of study is available and which
- 10 people want EPA to consider and which other
- 11 people want EPA not to consider.
- 12 MR. JONES: Pat?
- 13 PAT: Just to build on that, I quess
- the one thing that I would urge you to think
- about as you issue this statement of
- 16 clarification is trying to distinguish between
- 17 those studies of concern, the intentional
- third-party dosing, and those studies which
- 19 ought to be accepted I think not on a
- 20 case-by-case basis but as a matter of what I
- 21 guess I would call an interim policy, which
- 22 would be the human clinical patch studies that

- 1 you've always accepted for purposes of
- 2 registration in the past.
- I think, even recognizing, you know,
- 4 sort of how loaded these issues are, I don't
- 5 think NAS has found that to be the focus of
- 6 concern, and I don't think that you should
- 7 either, and I think there would be some real
- 8 benefit going forward to having a policy at
- 9 least an those that's not case by case.
- 10 MR. JONES: Okay, thanks, Bill. Oh,
- 11 sorry, Erik, you're back up?
- 12 ERIK: Yeah, sorry. I never put it
- down, sorry.
- MR. JONES: Go ahead.
- 15 ERIK: I guess the Agency has less than
- 16 two years before you have to wrap up all the
- 17 FQPA reviews, and I'm presuming that there won't
- 18 be new regulations out before then?
- 19 MR. JORDAN: You can make more money
- 20 betting against regulations coming out in --
- 21 that fast.
- 22 ERIK: So, you know, I understand

22

matters.

you're saying there will be a case-by-case 1 2 review, and I quess aside from what the CropLife court said, which was -- well, everybody can 3 read what it says -- is there any degree of 4 5 clarity that you can offer as to how the Agency interprets that or where we go from there? 6 7 MR. JORDAN: I'm hoping that the clarifying statement will, in fact, clarify 8 things, although --9 10 (Laughter.) That's clear. UNIDENTIFIED MALE: 11 MR. JORDAN: Yeah, but I'm going to say 12 13 that this -- that my remarks this morning are not an intent to try to clarify that. 14 I don't 15 think I want to try to speak anything more than 16 to point at the CropLife decision and to say that as quickly as we can move along and get 17 things together, we will try to get that 18 clarifying statement out, and Erik, you and 19 20 others can be the judge of whether or not it serves any -- has any value in clarifying 21

1	MR. JONES: Let me just add that
2	although the Agency reserves its right to
3	reverse me on what I'm about to say, I reserve
4	the right to reverse myself as of right now, the
5	plan is that we will not rely on any study of a
6	regulatory decision before the clarifying
7	statement is out. I think we think it's a
8	better approach, is to let people to know what
9	our operating approach is going to be before we
10	rely on it, so people have somewhat notice about
11	how we're planning on doing that instead of
12	issuing a regulatory decision and letting people
13	sort of figure it out because of their wiles or
14	they've followed the web site.
15	So, as of right now and again, you
16	know, that could be changed by someone else
17	above me in the Agency or by my consideration
18	unlikely that would happen, the latter would
19	happen but as of right now, the plan is to
20	have a clarifying statement out as to what our
21	interim approach is going to be during the
22	rulemaking process before we issue a regulatory

- 1 decision that relies on such a study.
- Thanks, Bill, and I hope I don't live
- 3 to regret those words.
- 4 MR. JORDAN: I don't plan on it.
- 5 MR. JONES: Okay, so Rich Dumas, from
- 6 the Special Review and Reregistration Division,
- 7 is going to give us an update on a provision of
- 8 FQPA which many may have overlooked, but it's
- 9 worth reporting on the progress that we have
- 10 made on that.
- MR. DUMAS: Okay, as Jim mentioned, in
- 12 FQPA, there's a provision that for tolerances --
- 13 thank you -- that for tolerances that were based
- on anticipated -- the use of anticipated residue
- 15 data, that we review and acquire data
- 16 periodically.
- 17 More specifically -- second slide --
- 18 FQPA requires that we acquire anticipated
- 19 residue data for tolerance decisions that are
- 20 based or -- are based on anticipated residue
- 21 data five years after the decision is made.
- 22 Separate from that, actually the

- 1 very -- in your handout, right after that, the
- 2 provision deals with percent crop treated.
- 3 Percent crop treated, although a very important
- 4 part of risk assessment, is treated separately.
- 5 It is -- it calls for a periodic review of the
- 6 percent crop -- the percent crop data -- treated
- 7 data used.
- 8 Okay, so, once again, under FQPA,
- 9 anticipated residue refers to the level of
- 10 residues on the food. So, how much residue
- 11 you'll find on that piece of fruit. That's
- 12 really what we're talking about.
- OPP uses both the anticipated residue
- level and the frequency in food or the frequency
- that the chemical is used on food in doing its
- 16 dietary risk assessments or its -- and its
- 17 exposure assessments. The way we look at
- 18 frequency typically is we use the percent crop
- 19 treated. So, that's sort of the linkage between
- the two.
- 21 And today is to focus primarily on that
- 22 anticipated residue requirement and talk about

- 1 how we're planning to address that, how we have
- been addressing that, actually.
- 3 The two major components in anticipated
- 4 residue or types of anticipated residue data
- 5 that we come across on a regular basis or use on
- 6 a regular basis are field trial data and
- 7 monitoring data, and I want to take a few
- 8 minutes -- I know for most of -- many of you,
- 9 this is OPP 101, and you probably don't need it,
- 10 but just to make sure we're all on the same
- 11 page, let me take a few minutes to just talk
- 12 about each of those types of data.
- 13 Field trial studies are designed to get
- 14 the -- come up with the maximum possible residue
- from the current legal use; that is, it's based
- on the maximum rates, the maximum frequency of
- 17 applications, the shortest interval between
- 18 applications, harvest occurring right at the
- 19 PHI. So, basically if we do not have a
- 20 situation where the labeling has changed, that
- 21 field trial study holds and represents --
- 22 adequately represents the maximum level of

- 1 anticipated residues that we would expect to
- 2 find.
- Monitoring data, on the other hand, is
- 4 based on what's happening today, on the actual
- 5 use application rates that are in play today,
- 6 how frequently the pesticide is used. If
- 7 there's three applications on the label, growers
- 8 may only be using one. The -- most crops are
- 9 not actually harvested right at the PHI. Maybe
- 10 that's when the first day of harvesting occurs,
- 11 but there's certainly harvesting that would
- occur after that. So, the -- we would expect,
- or in reality, we end out seeing residue levels
- 14 that are lower than the field trial when we use
- monitoring data, and those things can change.
- We can have changes in pest pressure.
- 17 We can have changes in the --
- 18 (End tape 2-B.)
- 19 MR. DUMAS: -- and therefore change the
- 20 actual residue levels today.
- Once again, the next slide actually I
- just want to mention, that once again, this is

- 1 what the wording of FQPA has. It's a quote.
- 2 You have the exact one, but once again, it's the
- 3 concept that we will revisit anticipated residue
- 4 decision -- tolerance decisions based on
- 5 anticipated residue on a five-year schedule.
- And then there's the second provision,
- 7 which -- and also, this is a one-time revisit.
- 8 It's five years after the tolerance decision,
- 9 one time. Percent crop treated is that we --
- 10 calls for us to periodically look at the percent
- 11 crop treated that was used in our tolerance
- decision, and that's an ongoing process.
- Now, how have we chosen to interpret
- 14 the provision? We're reviewing right now or we
- 15 have been anticipated residue decisions, and
- we're trying to determine -- and what we've been
- 17 I think fairly successful in determining --
- 18 which ones of those -- which of those decisions
- 19 are likely to result or have data or new data
- 20 could be made available that would, in fact,
- 21 change the anticipated residue that we used in
- 22 our original tolerance decision.

22

1 So, we were looking for a focused way 2 of narrowing down the field to figure out where we really needed to do additional work, and 3 that's -- so, that's where -- that's what we've 4 5 been doing so far. I think I actually sort of jumped ahead 6 7 of myself a little. Let me -- go one more slide, please. 8 9 What we've been seeking is to find the 10 most efficient way to determine which anticipated residues may increase, and thus, may 11 need new data, and efficiency for our purpose 12 13 is -- not only deals with getting the data we It deals with acquiring it in the most 14 need. 15 efficient way, the most expeditious way 16 possible, and that makes sense for us for resources. It also makes sense for the 17 regulated community. If there's data we don't 18 need, we shouldn't be requiring it. 19 20 So, the way we would approach this is we developed a tiered approach and to really 21

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focus in and deal with the chemicals where there

- 1 may have been changes. The tiered approach
- 2 started off where we looked at -- we started
- 3 with a universe of chemicals, many of which, it
- 4 will turn out when I get to the next slide, were
- 5 ones that really did not use anticipated residue
- 6 data. We decided to start with a universe and
- 7 err on the side of looking at any chemicals that
- 8 could conceivably have had an anticipated
- 9 residue data used in the decision.
- 10 Let's see, then we went through each of
- 11 those cases and looked at which ones actually
- 12 did use anticipated residue. From there, we
- 13 looked for the ones that did have anticipated
- 14 residues that might change, and from there, we
- actually focused in on those individual
- 16 chemicals for a more in-depth review, to
- 17 identify tolerance by tolerance which data might
- 18 need updating, and the next step would be how
- 19 would we best acquire that data.
- 20 So, to summarize what that tiered
- 21 process has given us, we started off with 99
- 22 chemicals, AIs, and they were ones that were

- 1 registered or there was an action, I should say,
- 2 and action would either be a reregistration
- decision or a major registration decision, and
- 4 it would be between August of '96, when FQPA was
- 5 passed, to the end of 2000. That was the first
- 6 screen. Basically we're in a catch-up mode to
- 7 be quite candid about it.
- 8 Of those 99, we found that 41 of those
- 9 chemicals, for at least one tolerance, there was
- 10 some anticipated residue data. Of those, 37
- 11 were field trial data, no monitoring at all.
- 12 And once again, if we -- if it was just field
- 13 trial, our basic view is as long as there was no
- 14 major change in that registration, we would --
- that field trial data would represent the
- 16 maximum anticipated residue.
- 17 Of the seven other chemicals, there was
- 18 some monitoring data for one or all uses. I
- don't think there was any that were all, but
- some of them were extensive use of monitoring,
- 21 some of them not so extensive. Of those seven,
- it turned out that there were three that have

- 1 had updated risk assessments just in the last
- 2 year or so with new monitoring data typically
- 3 from PDP, if not exclusively PDP data.
- 4 So, what that leaves us with are four
- 5 chemicals that we -- out of that body of 99 that
- 6 we really have to dig into in more depth, and
- 7 we're in the process of doing that, to go
- 8 tolerance by tolerance and making a
- 9 determination of what data would we need to
- 10 continue the safety finding, find -- correct the
- 11 safety finding, whatever it might take, and
- that's really where we stand on those four right
- 13 now.
- 14 Overall, our next steps are acquiring
- 15 the data or the information that we need in
- 16 reviewing the four. We are still in the process
- of developing our internal process to make
- 18 sure -- so, we do the 2001 onward chemicals in a
- 19 more systematic way, and we're still working out
- the bugs of what that process might look like.
- 21 We have a rough idea, but we are still working
- on that. And to stress that even though we're

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1 not looking at percent crop treated right now, 2 we fully recognize the importance in that and risk assessment, and we're looking for ways --3 we're still working on ways to -- how would we 4 5 implement that provision in FQPA? Then the last thing is we're looking for your quidance on how 6 would we formally roll out this process? 7 And the last slide is just the handouts 8 9 that you should have. 10 MR. JONES: All right, as Rich said, one of the things that we're most interested in 11 12 hearing about, although I can understand that 13 given the newness of this issue, I'm sure that many of you may have questions, which is fine, 14 but what we're most looking for around this is 15 16 how -- what kind of advice do you have about how we ought to basically show our work? Are you 17 thinking of, you know, putting this into an 18 e-docket and making it just generally available, 19 the analysis that surrounds it, some kind of a 20

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notice? How does the PPDC think that the Agency

ought to make it more publicly accessible, the

- work that's gone into and the choices that we've
- 2 made?
- 3 Let me just open it up now for just
- 4 general questions or otherwise.
- 5 Erik?
- 6 ERIK: I'll try to answer your
- 7 question, Jim, as well. I had a question about
- 8 the monitoring data. How do you -- how are you
- 9 able to verify that the data you get from the
- 10 monitoring is actually representative of the use
- in that industry versus representative of
- some -- you know, perhaps conscientious growers
- 13 that are willing to work with the Agency or the
- 14 chemical producer to do the monitoring?
- And along those lines, I would find it
- 16 helpful, an e-docket, to post as much of this to
- 17 allow us to review it to, you know, get a handle
- on is this representative from our experience.
- 19 MR. DUMAS: I mean, monitoring data, I
- 20 may need some help from Al on this, but most of
- 21 the monitoring data that we use is based on PDP,
- 22 which is a fairly statistically robust data set

- and process. In the cases where we might have
- 2 used market basket surveys, usually our
- 3 statisticians work pretty close with the people
- 4 conducting the studies to make sure those -- the
- 5 site selection, where we -- grocery stores,
- 6 wherever we choose are a statistically robust
- 7 selection. So, that's pretty much -- we're
- 8 fairly confident in PDP over time. It's a
- 9 growing and improving system, and I think that's
- 10 probably all I need to say.
- MR. JONES: Yeah, that's the answer.
- 12 (Inaudible.)
- 13 UNIDENTIFIED MALE: I guess I can just
- 14 add that PDP is pretty much designed to capture
- 15 the American diet. Sampling is (inaudible) some
- 16 700 to 800 samples are typically taken once a
- 17 commodity's in the program, taken from
- 18 distribution centers. That's the closest we can
- 19 get to the consumers, not the supermarket, but
- 20 the step just before that. And again, the
- 21 statistics of the program are available I think
- on the web site, but we do believe it to be

- 1 representative.
- 2 MR. DUMAS: By the way, does everyone
- 3 know that PDP stands for Pesticide Data Program,
- 4 which is a USDA program? I think I never
- 5 actually said that.
- 6 MR. JONES: Thanks.
- 7 Shawny?
- 8 SHAWNY: First, I would definitely
- 9 agree with the e-docket format. I am -- for our
- 10 group, we have found the e-docket to be
- 11 extremely useful, especially because it lists
- 12 not only agency documents but other comments as
- 13 well. We just find it very, very useful.
- 14 Also, I do have a couple of questions.
- 15 Just for the field trial data that you collect,
- it says changes in use practices cannot change
- 17 residue levels. When you say "use practices,"
- 18 it's not uses.
- 19 MR. JORDAN: The -- no, the --
- 20 SHAWNY: Use practices.
- MR. JORDAN: -- the concept is use
- 22 practices that a -- that the maximum rate on the

- 1 label is four pounds, growers may be using two
- 2 pounds --
- 3 SHAWNY: Okay.
- 4 MR. DUMAS: -- but over time, they might
- 5 use three pounds because of pest pressure.
- 6 SHAWNY: Okay, perfect.
- 7 And one other question is when you
- 8 looked at the -- you have seven cases here that
- 9 you used the monitoring data, and three have
- 10 recent assessment with updated data. Of those
- 11 three, were there new anticipated residues found
- in the assessments or new residue levels other
- 13 than --
- 14 MR. DUMAS: The actual levels, I can't
- 15 say, but what I can say is that there was a
- 16 registration decision and an FQPA finding made
- for those -- for those tolerances, yes.
- 18 SHAWNY: So -- well --
- 19 MR. DUMAS: It's a (inaudible) safety
- 20 finding.
- 21 SHAWNY: I'm just wondering what kind
- of information should we gather from the three,

- or is there any kind of I guess generalization
- that we can make about the ARs that are going
- 3 through? Do they seem to be consistent with
- 4 the -- after assessment? Does that make sense?
- 5 MR. JONES: We could certainly look at
- 6 that. I think from my perspective the most
- 7 important thing is that it was safe four years
- 8 ago, it's safe now.
- 9 SHAWNY: Right.
- 10 MR. JONES: We would have had I think
- some anxiety had it gone from safe with earlier
- 12 ARs and new ARs led to a different conclusion.
- 13 SHAWNY: Okay.
- MR. JONES: But you got the same
- 15 conclusion both times.
- MR. DUMAS: Exactly.
- 17 SHAWNY: Yeah, that's what I was
- 18 looking for, thank you.
- 19 MR. JONES: Okay, Erik and then
- 20 Shelley.
- 21 ERIK: What date are you counting from?
- 22 Have you thought that through? Are you

- 1 counting, say, from an IRED date or are you
- 2 counting from a RED data or what's the plan?
- 3 MR. DUMAS: Good question. The -- for
- 4 the ones that we looked at, we either used
- 5 significant registration action or the RED. If
- 6 it's an IRED, we haven't made a final tolerance
- finding, so that wouldn't be a part of these.
- 8 And then the one thing we did do is
- 9 let's say there was a RED in 1997, and there
- 10 were some new uses in 2002. We would look at
- 11 that whole body of data for that chemical. So,
- in -- so, actually, for these 99 chemicals,
- probably look through a minimum of 300 residue
- 14 chemistry chapters, risk assessments and so on.
- 15 So, we did look at the full body, but we
- 16 start -- we set the clock on the oldest, be it
- 17 registration or reregistration.
- 18 ERIK: And just two other quick
- 19 questions. Are you -- PDP, as I understand it,
- does not include farmers' market and you-pick
- 21 farms. Is that correct?
- MR. DUMAS: Correct.

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What's the Agency's plan with
 1
               ERIK:
 2
      respect to considering that since there are
      millions of people that eat that way?
 3
               MR. DUMAS: Well, that's a good
 4
 5
      question. I mean, that -- basically, what we're
      looking at is how we would routinely do our risk
 6
 7
      assessments today, and --
               MR. JONES: Yeah, I don't believe we
 8
 9
      have plans to collect that information, but
10
      maybe tomorrow I can give you some -- we may
      have some analysis going on around that, that if
11
      we do it, I will let you know, but right now, we
12
13
      don't have any plans to go out and collect or
      ask USDA to collect that data, residue data,
14
15
      from a you-pick or a farm.
16
                      I will just say there is
               ERIK:
      anecdotal data suggesting that the residue
17
      levels are often quite a bit higher in that
18
      situation, especially for you-pick, and I
19
20
      believe that the Agency actually considered that
      data for a couple of chemicals, and you know,
21
22
      it's something that we think is important to
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- 1 consider.
- 2 My last question is, what are the four
- 3 pesticides?
- 4 MR. DUMAS: You know, I don't have them
- 5 with me. I know they were ones from I
- 6 believe -- I could -- I can certainly find them
- 7 and identify those. I just don't know them off
- 8 the top of my head.
- 9 ERIK: Yeah, just send an email around
- 10 to everybody maybe.
- MR. DUMAS: Yeah.
- MR. JONES: Shelley?
- 13 SHELLEY: I just wanted to know how
- much of the monitoring data, what was registrant
- 15 data, because I thought from our earlier
- discussions on FQPA that sometimes monitoring
- data was registrants, and is all the field trial
- 18 registrant data?
- 19 MR. DUMAS: Field trial, yes.
- 20 Monitoring, for the individual chemicals, if I
- 21 recall, it was either FDA monitoring or PDP. I
- 22 don't think -- there may have been a market

- basket in one of them. I honestly don't
- 2 remember. That would have been a
- 3 registrant-generated if it was a market basket
- 4 study.
- 5 SHELLEY: Because I have this
- 6 recollection that some of it, like applesauce or
- 7 various cases like that, were done by the
- 8 registrant, but would that have been in the
- 9 field trial kind of thing?
- MR. DUMAS: You mean some of the
- 11 processing studies or --
- 12 SHELLEY: Yeah.
- MR. DUMAS: Those would have been
- 14 guideline registrant studies.
- 15 SHELLEY: So, is that considered field
- 16 trial data or monitoring data?
- 17 MR. DUMAS: It's another item that
- 18 would be adjusting our -- clearly these are the
- 19 two most significant contributors to anticipated
- 20 residue. That would be another factor that
- 21 would go into a risk assessment in making a
- 22 tolerance decision, yes.

21

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1 MR. JONES: It would be neither, 2 though. You would take residue data from either monitoring or field trial and apply processing 3 factors to generate --4 5 SHELLEY: Oh, I see. MR. JONES: -- to figure out what the 6 7 various food forms, what their residues would be. 8 9 Julie, is your card trying to stand up? 10 MS. SPAGNOLI: Yes, it doesn't want to, and I guess I was just trying to get some 11 clarification now. When a tolerance decision --12 13 so, this could be the issuance of the first tolerance for a chemical --14 15 MR. DUMAS: Yes. 16 MS. SPAGNOLI: -- and so those would obviously be field trial data. So, the date 17 18 then would be five years after that initial tolerance was established, and so if four years 19 20 after the initial tolerance is established new

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tolerances are issued for some new uses, how

does that affect that clock? You still have to

- 1 look at it five years after that initial one,
- 2 and that can be the one you can sort of --
- 3 almost the easy off ramp, again, because it was
- 4 just done? If it was done as part of the --
- 5 establishing the --
- 6 MR. DUMAS: I mean, depending on the
- 7 actual timing, I think we haven't totally worked
- 8 out how we couple them. I think we've been
- 9 going -- taking the approach that if it was
- 10 anywhere in that first group that we looked at,
- 11 we would -- we were looking for any more recent
- 12 assessments, and like the four that I mentioned
- or the three that I mentioned were ones where
- there was a new use or some registration action
- that made us go back and re-assess the entire
- 16 risk assessment. So, it was an original group.
- 17 I think at this point we're saying that one is
- 18 settled for the anticipated residue portion as
- of today, and that 2003 date would restart the
- 20 clock -- well, actually for that one tolerance.
- MS. SPAGNOLI: Because it's really by
- tolerance by tolerance, not by chemical, right?

- 1 MR. DUMAS: Right.
- MR. JONES: By tolerance, yeah.
- MS. SPAGNOLI: So, you could have --
- 4 you know, if a chemical has had a lot of -- you
- 5 know, every year had a new tolerance added, do
- 6 you still have to go back five years after each
- 7 tolerance and just at least --
- 8 MR. JONES: We confirm -- I believe the
- 9 clock restarts.
- 10 MS. SPAGNOLI: Restarts each time.
- 11 MR. JONES: Each time you do it,
- 12 because you validate that your data supports the
- 13 action.
- 14 MS. SPAGNOLI: Okay. I mean, that
- 15 makes sense. I just...
- MR. JONES: Okay, I realize that was
- 17 kind of a deep topic to get into in an update.
- 18 My mistake there. It was a good topic. I just
- 19 think it was a short amount of time, and I
- 20 recognize that.
- 21 The next topic, which is also going to
- do, is activity-based REIs, let you know where

- 1 we are on an issue that we have been working
- with a number of you and a number of other
- 3 stakeholders for some time now.
- 4 MR. DUMAS: Interestingly, the last
- one, many of you never -- probably never focused
- on. This one, many of the people in this room
- 7 have been actively involved over the last
- 8 several years with this issue.
- 9 The issue of activity-based re-entry
- 10 restrictions has been something that is --
- 11 really continues to be misunderstood, and I will
- take a little bit of time to just work on some
- definitions here, but the real issue for today's
- is to give you an update on the -- how we might
- 15 label when we're looking at activity-based
- 16 re-entry and some of the processes that we've
- 17 gone through in the last several years.
- So, let me just start off with what is
- 19 an activity-based -- what is activity-based
- 20 re-entry? Basically it deals with one re-entry
- 21 duration for some set of activities and another
- for some other set of worker activities in the

- same crop. So, one duration for harvesting and
- 2 another duration on a label for hoeing, for
- 3 example.
- 4 And there are essentially two ways that
- 5 we've identified for potentially dealing with
- 6 how do you label such a risk management
- 7 decision. One would be the use of what has
- 8 become -- is being called multiple REIs, which
- 9 is actually a confusing term because it has a
- 10 totally different meaning somewhere else in
- 11 registration, and what I would call an REI with
- 12 an exception or a prohibition.
- 13 Let me just go through each of those
- 14 real quickly. A multiple REI would have an REI
- for one group of activities and another REI for
- 16 another group of activities on the same
- 17 chemical, the same crop at the same time, so the
- 18 same field.
- 19 So, for example, what it would look
- 20 like would be the REI for harvesting and pruning
- is 14 days, and the REI for hoeing is two days.
- 22 So, that would be pretty much how it would look

- 1 like on a -- you would find it under the
- directions for use on a label. That's how it
- 3 has appeared on the few occasions that we
- 4 actually did that.
- 5 The alternative would be same basic
- 6 risk management conclusion, except we had set
- 7 the REI itself on the longest duration,
- 8 whichever activity goes with the longest
- 9 duration, and then use an exception for that
- 10 other activity or set of activities. So, it
- would be REI's 14 days, same example as before.
- 12 Exception, workers may enter the treated area 48
- hours after application to hoe. So, that would
- 14 be the alternate way to do this.
- And I just can mention that somewhere
- in your package, there's two examples, real
- 17 world, real cases that were kind of out of
- order, because I'm -- the example one would be
- 19 the multiple REI. It comes from a real label.
- The example two would be an REI with an
- 21 exception, also a real label.
- So, there's some comparison -- some

- 1 points about the two approaches. Both of them
- 2 would achieve the same risk management goal.
- 3 Multiple REIs tend to create some
- 4 inconsistencies with the worker protection
- 5 standard, because that was designed around the
- 6 REI. That's why we brought Kevin Keaney here,
- 7 so if there's real specific questions on that,
- 8 he can address that. And regardless of which
- 9 one we use, good communications and outreach is
- 10 critical.
- Now, just as an aside, another worker
- 12 protection point is independent of this
- 13 discussion, there -- under WPS, there's a set of
- 14 exceptions and exemptions. Those tend to cover
- 15 a broad category of chemicals, a certain tox
- 16 category group of chemicals, and I have them
- 17 listed here. I am not going to be discussing
- 18 them. There's also a handout that gives you the
- 19 basic provisions for each of these exemptions,
- 20 but they're WPS exemptions and exceptions. What
- 21 we're talking about today are individual product
- 22 AI type decisions that would go on a label.

1 Now, in the discussions over time, 2 there are some pros and cons to either approach. Some concerns that have been raised with either 3 approach is that they both have a tendency to 4 5 compromise the effectiveness of the worker protection training that has gone on for the 6 7 last decade. That is, do not enter a field during the REI. So, that concern has certainly 8 been raised by a number of people. 9 10 The more complex we make a label, the lower compliance. That's pretty much true of 11 any sort of -- the more complex, the less 12 13 voluntary compliance, and it becomes that much more difficult for the states to actually 14 15 enforce the label. 16 There are some advantages to the approach. It affords the risk managers -- it 17 affords the flexibility to help and maintain a 18 critical use for the grower community. It does 19 a little bit -- does a little bit better job of 20 having a label reflect our understanding of 21 22 risk. And it does provide the risk manager with

- an additional risk management tool. So, there
- 2 are some pros and cons to it.
- Now, in the late 1990s, we -- there was
- 4 a few chemicals where we actually used the
- 5 multiple REI, as I defined it earlier, and very
- 6 shortly after that decision -- after we made
- 7 some of those decisions, there's tremendous
- 8 push-back coming from our own worker protection
- 9 staff, from those responsible for enforcing both
- 10 state and regional, and the grower community who
- just didn't know how to interpret it, what to
- 12 post. So, there was quite a bit of confusion
- and with the true -- with the multiple REI as I
- 14 defined it.
- So, what we did shortly after some of
- 16 those decisions is formed a -- basically a
- 17 regulatory work group with the purpose of coming
- up with a way to, if possible, have similar risk
- 19 management decisions, but might be more
- 20 effective, enforceable and people can live with
- 21 them better, essentially. And that process
- involved the headquarters staff, EPA field and

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headquarter enforcement, risk managers 1 2 throughout OPP, from registration and reregistration, and our worker protection staff. 3 Now, what that effort culminated into 5 was the quidance that is also in your package that's dated September 6th, 2001. Now, what 6 7 that guidance -- that guidance was designed for our product managers in registration, the 8 chemical review managers in reregistration, and 9 10 to the extent it was applicable to the other two divisions, their chemical review managers, also. 11 12 And what that guidance said is that 13 essentially we'd use the exception/prohibition type approach; that is, we'd set a single REI, 14 15 and when there is a well-defined agronomic need, 16 we would consider an exception in those cases. Just an aside for a second, I keep 17 talking about exceptions. There is this notion 18 of a prohibition. If that one outliar activity 19 tends to be way out in time, like 30 days where 20 everything else just seems fine in our risk 21

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assessment at two days, we may consider the

- 1 possibility of a 48-hour REI with a prohibition
- on that one activity for a month. So, that is
- 3 what's referred to when I say
- 4 "exception/prohibition" throughout this
- document, but exception is more likely to occur.
- 6 So, the other part of that guidance was
- 7 we would do that two-tier, that is, REI with
- 8 exception, and the push-back we certainly got
- 9 from our co-regulators was use it sparingly for
- 10 some of the reasons we talked about earlier. It
- 11 was really meant to be -- the guidance was
- 12 really meant to be internal guidance that we
- shared pretty liberally with anyone who asked
- 14 for it.
- 15 Subsequent to -- within about a month
- or so after the quidance was complete, there was
- 17 a lot of questions. Well, what level of
- information do we have to provide to demonstrate
- 19 that the exception -- there's really a need for
- 20 the exception? What we relied on was we pretty
- 21 much went to the WPS exception language and sort
- of built our framework for here's what we

- ideally would like to see. In practice, what we
- 2 really ended up doing with those who were
- 3 interested in the exception, we would try to in
- 4 a more collaborative way sit down and say,
- 5 here's what our real concern is with this
- 6 chemical or this activity, and that would be an
- 7 opportunity to explain what the agronomic need
- 8 was and understand their concerns better. And
- 9 that's pretty much how the process was working,
- and it was pretty much very much a case-by-case.
- 11 There weren't that many of them, but that's
- 12 pretty much how we started with it.
- 13 About a year after, there was starting
- 14 to be more and more interest for a variety of
- 15 reasons, and we started a broader stakeholder --
- 16 to get broader stakeholder input. We had three
- 17 large stakeholder meetings, the most recent was
- 18 this past August, with -- that had
- 19 representatives -- we tried to make sure that we
- 20 had representatives from grower groups, worker
- 21 advocacy groups, the registrants and USDA and
- 22 others. So, we had -- and certainly our

- 1 internal stakeholders. So, we had a pretty --
- 2 have a pretty good idea over time what the
- 3 nature of the issues have been and what the
- 4 stakeholders' perspectives are.
- 5 States and EPA enforcement people are
- 6 certainly concerned with the enforceability.
- 7 The registrant community, who has generated
- 8 quite a bit of exposure data, would like us to
- 9 more routinely use their data in making -- in
- 10 our labeling decisions. Worker advocacy groups
- were certainly concerned with the possibility
- 12 that the exceptions may, in fact, weaken worker
- protection, and we would to, if we are going to
- do it, consider offsetting safeguards.
- 15 (End tape 3-A.)
- MR. DUMAS: -- groups were interested in
- was preserving a use and maintain as much
- 18 flexibility as possible. I'm sure I'm
- 19 oversimplifying everyone's point of view, but
- 20 those are the really take-home messages that
- 21 I've gotten over time from everyone.
- We have had some really interesting

- 1 suggestions coming out of these, and the idea
- 2 of -- ranging from more routine use to
- 3 exceptions and prohibitions; removal of the
- 4 unforeseen language on some of the WPS
- 5 exceptions, particularly the irrigation and low
- 6 contact; making products with exception, double
- 7 notification chemicals, so they would be
- 8 required to have posting; expand what goes on
- 9 postings is an idea; incorporate the WPS
- 10 exceptions more routinely on our labels. So,
- there's a range of interesting ideas that have
- 12 come up, and quite frankly, a lot of these might
- address some of the REI questions, but they may
- 14 have ramifications that we really need to better
- 15 understand.
- 16 So, where are we on this? I think our
- 17 plan right now is to continue our case-by-case,
- and then we've got quite a bit of input over
- 19 time. I think we have a pretty robust
- 20 understanding of all stakeholders' points of
- view. We want to go back and sort of digest all
- the ideas that we've gotten over time. I've

- 1 mentioned a few. I've got a shopping list of
- 2 20-something ideas that we might want to
- 3 consider. So, we want to go back and internally
- 4 consider these.
- What we can say, that before we would
- 6 consider making any permanent change to our
- 7 case-by-case, is we would have some basic
- 8 guiding principles. We would not change our
- 9 current case-by-case, and we would want it to
- 10 provide equal or better worker protection. We
- 11 would want to maintain enforceability. We would
- 12 want it to be manageable for the growers. We
- 13 would want it to be understandable for
- 14 whoever -- all stakeholders, and we would be
- seeking broad public input on whatever change
- 16 may be considered in the future.
- 17 And then the last handout is simply all
- 18 the items that you have in your package.
- 19 Any questions?
- 20 MR. JONES: Let me just say that this
- is truly an update in the classical sense of the
- 22 term "update." We -- this isn't the opportunity

- 1 for further dialogue, discussion. We have
- 2 provided a host of opportunities, of which many,
- 3 if not most of you, have participated in. I
- 4 really did want to -- feel after the meeting in
- 5 August, we had a responsibility to get back to
- 6 our stakeholder community, and certainly this
- 7 isn't the only way we'll do that, and let you
- 8 know where we are.
- 9 Obviously we have not been, despite
- 10 several years of working together with many of
- 11 you and others, been able to come to a
- 12 consensus. So, we are, as of right now,
- 13 sticking to the plan that Rich had identified,
- 14 case-by-case approach with documentation
- 15 supporting any agronomic need. As Rich had
- 16 said, we have not gotten many of these. I don't
- 17 expect that we will get very many in the future.
- 18 So, I really don't want to get into much more
- 19 dialogue on an issue that's been -- had a lot of
- 20 dialoque.
- 21 That being said, we will certainly
- 22 entertain some questions or further advice.

1 Erik? But not much. 2 ERIK: I'll be really brief. I think this is a profoundly bad idea. The difference 3 between a multiple REI and REI with exceptions I 4 think is a linguistic that I think will be only 5 relevant here in D.C. and completely lost on the 6 7 farm worker community. I think anything that's going to require more training, and as I'm sure 8 we're going to hear this afternoon, the money 9 10 for training's been cut back. So, I don't think it passes the test of -- I have no idea how farm 11 12 workers are going to have any idea of how to 13 comply with this. And I think your slides 7 and 8 really 14 15 summarize the issue. The benefits are 16 increasing use. The REI is supposed to protect farm workers. By doing this, you're 17 jeopardizing farm worker health; you're not 18 further protecting it. I think the decision is 19 20 very clear. And finally, what I would encourage the 21 Agency to do as part of its review, if it has 22

- 1 not done already, is to look at to what degree
- 2 are the state lead agencies and your regional
- 3 EPA offices actually enforcing currently REIs.
- 4 My experience is that they are not, and if they
- 5 are not -- and second, to what degree are they
- finding violations if they are, but if they're
- 7 not, I don't see how the Agency can move forward
- 8 on this without making sure the existing REIs
- 9 are actually being enforced, because then it's
- 10 another theoretical regulation that when it
- 11 comes back to the farm worker community, we're
- 12 going to pay the cost.
- 13 MR. JONES: Thanks, Erik.
- 14 Shawny?
- 15 SHAWNY: I'm just wondering what the
- 16 process is at this point. Now that we're at the
- 17 recommendation, is there still -- is there
- 18 public comment? Is there -- I mean, I notice
- 19 that in some of the public comments that I've
- 20 seen, I don't think the unforeseen issue was
- 21 addressed.
- MR. JONES: The -- there's been a lot

- of opportunity for public involvement in the
- 2 evolution of this, as articulated. I think it I
- 3 point we do need to capture it in writing and
- 4 make people aware that through, you know, means
- 5 other than oral presentations like this and sort
- of put it down in writing. Whether we use some
- 7 kind of an FR notice or otherwise, that hasn't
- 8 been determined. We clearly need to do that,
- 9 though.
- 10 SHAWNY: So, you're saying it probably
- 11 will be opened up one more time for a dis --
- 12 for -- like through an FR notice?
- 13 MR. JONES: Well, again, I'm not sure
- 14 we're going to take further public comment on
- it. We may well do that. That choice hasn't
- 16 been made. I feel -- we feel that we have
- 17 provided ample opportunity for public
- involvement, and we also feel that we have heard
- 19 from all of the stakeholders, that their
- 20 perspectives have been heard, but if it's the
- 21 advice of others that we haven't, it would be
- 22 useful to know.

1	Erik, for example, I think his comments
2	have been fully understood by the Agency. What
3	he said today is I think what we understood him
4	to be saying to us earlier. But if there are
5	people who think that we really do need to do
6	one more round of comment, that's something we
7	would take under consideration.
8	SHAWNY: Okay.
9	MR. JONES: Erik?
10	ERIK: Yeah, I'm not going to comment
11	at length. I just want to say, we also find
12	this a troubling approach, and I guess my one
13	question is, has the Agency similar to what
14	Erik's question was, but do you have you guys
15	collected data, sort of random field data, on
16	compliance currently with REIs, where there's
17	unannounced inspections and you look at whether
18	people are complying now?
19	And if not, it would seem like adding
20	another layer of complexity might be an
21	advisable you know, it it's really
22	important to have an idea of what the realities

- 1 are out there now before introducing even more
- 2 complexity to -- anecdotally, at least from what
- 3 we've heard, there already are very significant
- 4 problems with cut-backs at the state level in
- 5 inspections and enforcement to really make this
- 6 happen.
- 7 So, I'm just wondering if you have any
- 8 of that kind of data or plans to do that kind of
- 9 random, unannounced, sort of statistically sound
- sample to determine whether currently REIs are
- 11 being complied with.
- MR. JONES: I'll have to touch base
- 13 with OECA. I'm not aware of it, but OECA or
- 14 state lead agencies may have the ability to
- 15 provide that. We'll check on that.
- 16 Shelley and then Lori.
- 17 SHELLEY: I just want to echo Erik's
- 18 sentiments that the problem from the worker
- 19 perspective is that neither your multiple REI
- 20 nor your REI with exception or prohibition
- 21 approach is consistent with the worker
- 22 protection standard or the training that people

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will receive, and this is really an area where 1 2 there is a gigantic disconnect between folks here in Washington and folks on the ground, and 3 keeping in mind that what workers actually get 4 5 under the worker protection standard is 15 minutes of training once every five years. 6 7 This degree of complexity just does not fit in that any use of this, on a case-by-case 8 basis or a policy basis, should not go forward 9 10 unless it's consistent with the worker protection standard, and in our view, was 11 certainly echoed by the states, who have the 12 13 burden of enforcing this, when they found this as troubling as we did, and you know, before you 14 15 issue another registration with either of these approaches, you know, we'd like you to go back 16 and look at the worker protection standard and 17 make sure that anything that you're 18 contemplating really is consistent with that and 19 that you amplify the requirements of protection 20 in the worker protection standard before you 21

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create more complexity on the re-entry interval.

1	MR. JONES: Thanks. Lori?
2	LORI: I just wanted to comment from
3	the growers' standpoint, it is in the best
4	interests to protect the growers, and there
5	are and I come from California there are
6	random inspections that do occur, and there are
7	penalties that can and are assigned to people
8	that are not complying.
9	When applications or activities are
10	done, it is incumbent upon the grower to advise
11	his workers. So, it's the training and the
12	notification is happening more than just a
13	15-minute training period over five years.
14	So, from the growers' standpoint, it is
15	something that we're very concerned about. We
16	really do, especially in the high-intensity
17	crops that require a lot of labor and so forth,
18	we really do need to maintain as much
19	flexibility in the use patterns of these
20	products.
21	MR. JONES: The other Laurie.
22	LAURIE: I would just like to say I

- agree with some of the things that Shelley and
- 2 Erik have said, especially from the tribal
- 3 standpoint of trying to deal with worker
- 4 protection issues, and the other thing is is
- 5 that I might not be aware of it -- of where this
- 6 was presented at all of the other forums, but I
- 7 know that we haven't discussed this at the
- 8 Tribal Pesticide Program Council. So, maybe
- 9 another review of this might be needed.
- 10 MR. JONES: Thanks, Laurie, appreciate
- 11 that.
- Okay, well, we are going to break for
- 13 lunch now. We will start after lunch with the
- 14 final update from Tina Levine.
- Needless to say, sometimes we are
- unable to achieve consensus through this and
- 17 other processes that we use, and I think we just
- 18 all need to recognize that that is going to
- 19 happen sometime with some of the issues that we
- 20 are dealing with. Otherwise, I think we've --
- 21 that being said, I should say, I think we've had
- 22 a pretty productive session this morning, and we

1	are going to take an hour and 15 minutes since
2	there's you may need to walk five or so
3	minutes to get to lunch, I think we need to
4	provide for an extra 15 minutes. So, if we
5	could all be back here ready to go at 1:30, I
6	would greatly appreciate it. Thank you.
7	(Whereupon, a lunch recess was taken.)
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1	AFTERNOON SESSION
2	MR. JONES: We have 15 minutes we need
3	to make up, maybe a little bit more than that,
4	because we are one topic behind, too.
5	Okay, I think as most of you I assume
6	remember, over the last four or so PPDCs, we
7	have had a number of somewhat in-depth
8	discussions around alternative testing, and we
9	have committed to keep the PPDC apprised of our
10	endeavors as a number of members of the PPDC
11	have been engaged with the Pesticides Program in
12	pursuing a plan of work around this.
13	So, this afternoon, Tina Levine, who's
14	the acting director of the our Biological
15	Economic Analysis Division, is going to update
16	the committee on where we are as it relates to
17	our the progress that we've made over the
18	last year or so. Thanks.
19	MS. LEVINE: Thank you. I didn't
20	notice until this morning that I had been given
21	the slot, the dreaded shot, just before lunch,
22	so I was kind of happy to find that I had been

- 1 moved to just after lunch, although it may be a
- 2 toss-up, because before lunch, people are
- anxious to get to lunch, and after lunch, you
- 4 know, they start to feel a little dozey. So,
- 5 I'm going to try to make this as brief and
- 6 hopefully keep you awake for the next few
- 7 minutes.
- 8 You remember that back in May, I guess,
- 9 Debbie Edwards gave you an update on where we
- were with the alternative non-animal testing
- 11 project that the PPDC has been involved in, and
- the goal of this project is to develop a
- 13 non-animal assessment approach for evaluating
- 14 the skin and eye irritation potential and
- 15 labeling requirements for anti-microbial
- 16 cleaning product formulations. So, it has a
- 17 fairly narrow scope.
- 18 We had a number of different
- 19 stakeholder participation in this project. We
- 20 had PPDC members, Troy Sydel from PETA, and Len
- 21 Sauers from P&G, and Pat Quinn from the Accord
- 22 Group, many EPA staff and some managers have

- 1 also been involved from almost every division in
- the program. We have participation from the
- 3 Institute for In Vitro Sciences, and S. C.
- 4 Johnson has also been involved.
- 5 The plan had been to hold a workshop to
- 6 evaluate the alternative methods for eye and
- 7 skin irritation, and this was presented at the
- 8 last PPDC meeting when Debbie gave you the
- 9 update.
- In June, Jim Jones sent a letter to
- 11 Bill Stokes at the inter-agency coordinating
- 12 committee on the validation of alternative
- 13 methods, which is the ICCVAM, outlining our
- 14 plans for the workshop and requesting that the
- 15 ICCVAM participate, and when Bill Stokes got the
- letter, he started thinking about the ICCVAM
- 17 participation, and he invited Jack Housenger and
- myself to the August ICCVAM meeting, where they
- 19 considered the request.
- 20 They suggested that instead of the work
- 21 plan that we had outlined, that the ICCVAM
- convene an independent scientific expert panel,

- 1 which would have the opportunity for public
- 2 input. That's basically the way the ICCVAM
- 3 works these test method validation projects.
- 4 And they proposed an alternative work plan.
- 5 Next slide.
- In this work plan, the data collection
- 7 and preparation of the background materials
- 8 would take place during the summer and the fall
- 9 of 2004, which pretty much tracked what we were
- 10 planning in terms of preparation for the
- 11 workshop, and instead of having a workshop in
- 12 early January or sometime in January or
- 13 February, that would be when the background
- 14 materials would be presented to the ICCVAM.
- But they proposed that there be a
- 16 presentation to the combined meeting of the
- 17 ICCVAM Ocular and Toxicity and Dermal
- 18 Corrosivity and Irritation Working Group on
- 19 October 12th, and that meeting did occur, and
- 20 I'll tell you about that in a little bit.
- 21 Then, they proposed that the ICCVAM --
- 22 that these -- that the recommendations from the

- 1 ICCVAM go to the PPDC, which is what's happening
- 2 today, and they are also presenting it to their
- 3 Scientific Advisory Council.
- 4 What will happen is that the ICCVAM
- 5 will put out a public call for nominations of
- 6 experts for the review panel and for any
- 7 relevant data and/or experience for the proposed
- 8 test methods and hazard assessment strategies,
- 9 and that will happen about 30 days after we sort
- of trigger it. They'll start putting out this
- 11 call.
- 12 There's also a possibility that this
- panel, the independent panel, could be a joint
- 14 SAP exam panel. We could propose people on the
- panel that would make it sort of a joint panel.
- 16 So, that might eliminate a review step if we did
- 17 that.
- So, as I said, and basically what they
- were saying is that they expected in January
- that a background review document would be
- 21 submitted to them. It's going to turn out that
- that's going to slip about three months. So,

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1 most of the dates that I've put in for the 2 current work plan take into account that. probably not going to be until around March that 3 a background document could be prepared. 4 5 takes them about six months after they receive the background document to convene the panel. 6 7 Then, that would mean that their report would be released for public comment then 8 sometime in the fall of 2005, and if necessary, 9 10 they could then present their report and any public comments and proposed recommendations to 11 12 a FIFRA SAP panel in the winter, but that might 13 not be necessary if it was a joint panel. And the final recommendations would be forwarded to 14 15 the federal agencies for their implementation in 16 late winter 2005. So, in keeping with this schedule, we 17 did meet with the ICCVAM Ocular and Dermal 18 Working Groups, Len Sauers and I presented an 19 overview of the purpose of the project, and then 20 Roger Curran and John Harbell presented the 21

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scientific basis of the project, and that

- 1 happened on October 12th, and the reception was
- 2 very good. I think the ICCVAM did understand
- 3 the limited scope of what we were trying to do,
- 4 and they were quite interested in pursuing our
- 5 proposal and working with us to see this through
- 6 to completion.
- 7 With that, I open it up to questions.
- 8 MR. JONES: I think that the issue for
- 9 the PPDC on this topic, other than questions you
- 10 may have for Tina, is that the last time we got
- 11 together, we asked you if the proposal -- the
- 12 work plan we had was -- you were all comfortable
- with, and to be completely transparent around
- 14 this, we now have an alternative proposal, which
- our judgment is very consistent with the
- 16 proposal that we were following, and it's been
- 17 modified because one of the key players in this
- 18 ICCVAM has some ideas about how they see us
- 19 going forward, but again, it's very consistent
- 20 with what we were proposing in that it has to be
- 21 scientifically based, independence and there
- 22 needs to be peer review. All of those features

- 1 are included in their counter-proposal.
- I do want to get a sense of the PPDC as
- 3 to whether or not you're comfortable with us
- 4 going down this path.
- 5 MS. LEVINE: The time line is also
- 6 pretty comparable.
- 7 MR. JONES: The time line is
- 8 consistent. It's very marginally different, I
- 9 have to say, but it's different.
- 10 Pat?
- 11 PAT: Jim, just to say that I think
- that Bill Stokes has responded very
- 13 constructively at ICCVAM to the ideas that you
- 14 put forward in your letter. They seem to
- 15 seriously regard it as a model where you can
- 16 pick off the low-hanging fruit, if you will,
- 17 the -- instead of broad validations, really go
- 18 after narrow product niches where the data are
- 19 quite robust, and you really can use these
- 20 methods for the regulatory purpose that you guys
- 21 need; namely, to make the category decisions on
- 22 toxicity labeling.

22

I think, as Tina said, I think they got 1 2 that, that it was clear for them really for the first time that that is the narrow objective 3 here, instead of what they normally do, which is 4 5 a much broader validation across all product So, it was a very good session at NIH, 6 lines. 7 and I think those of us who have been involved are conscious of the fact that probably those 8 here don't want to spend 90-minute sessions 9 10 looking at harvested eyeballs anymore. So, we are going to try to work this, you know, offline 11 12 and appreciate your continued kind of leadership 13 on this. MR. JONES: Julie? 14 15 MS. SPAGNOLI: I guess just for 16 clarification sake, what were the key differences in what we -- in what was proposed 17 and then what they came back with as an 18 alternative? 19 20 MS. LEVINE: I think we were going to do our own workshop, and we were going to -- I 21

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think there was also a step in which -- as a

- 1 result of the -- that the results of the
- 2 workshop might lead to an interim policy, and
- 3 then -- while the ICCVAM was considering it.
- 4 That's sort of the -- I think those are the two
- 5 major differences.
- 6 PAT: Well, I guess -- yeah, I mean, I
- 7 think that's right. I think ICCVAM regarded the
- 8 workshop as somewhat repetitive. I think it is
- 9 very important to continue to keep our eye on
- 10 the ball of if the science hangs together, as we
- 11 think it will, in the technical review at
- 12 ICCVAM, your commitment to considering an
- interim policy at that point, because the ICCVAM
- 14 process, to be fair, can from that point on be a
- 15 lengthy one.
- MR. JONES: Is that it, Julie? Is
- 17 that --
- MS. SPAGNOLI: Yeah, I just...
- 19 MR. JONES: Troy, do you want to --
- 20 TROY: Yeah, Pat got to my point. It
- 21 was just that the -- we had talked about an
- interim policy, and that seemed to have been

- 1 excised from the slides here. So, just to be
- 2 sure that that's still being considered.
- MS. LEVINE: Yeah, that wasn't part of
- 4 the ICCVAM proposal, which you might expect,
- 5 because they sort of see themselves as the
- 6 keeper of the final say on this, but it also
- 7 looked to me like with the ICCVAM proposal,
- 8 there may be some steps that could removed, and
- 9 it might be a -- it might be faster to the
- 10 ultimate conclusion. So, depending on the
- 11 timing, whether or not it would be necessary is
- 12 the question.
- 13 MR. JONES: Erik?
- 14 ERIK: Just a quick question out of
- idle curiosity. Are we really -- what are the
- methods that are seriously being considered in
- 17 maybe two sentences?
- 18 MS. LEVINE: Roger, do you want to
- 19 speak to that?
- 20 UNIDENTIFIED MALE: Roger Curran from
- 21 IIDS may be the best person to --
- 22 ERIK: I am not looking for a long

- 1 exigis, just --
- 2 MR. CURRAN: I'll try and keep it very
- 3 short. There are multiple companies now
- 4 involved in submitting data who are interested
- 5 in this project. So, there are -- from what we
- 6 originally thought might be just a couple of
- 7 alternative methodologies, there may be now one
- 8 or two others that had been company-specific up
- 9 until this time.
- In general, though, for the eye, it
- 11 would be using an excised bovine cornea from a
- 12 slaughter house as a model, using a
- 13 reconstructed human tissue that's very much like
- 14 the cornea but made out of human tissue, and the
- third method would be an instrumentation that
- 16 measures metabolic capacity of the cell and its
- 17 changes. That would be for eye.
- 18 And for skin, it's likely that it would
- 19 be a human -- again, a reconstructed model of
- 20 human skin and most likely a number of clinical
- 21 trials as well, so that the non-animal part
- 22 would come directly from the human. That's

- 1 likely the set of data that is going to be
- 2 available to us.
- MR. JONES: Okay, well, you know, I
- 4 think actually your question and the answer
- 5 highlights why, although the issue may seem very
- 6 esoteric, and I have certainly gotten the sense
- 7 of the PPDC that you don't like spending too
- 8 much time, I think it is important for us to
- 9 keep this in front of a broad stakeholder group,
- 10 even though it's a relatively narrow group
- 11 that's very actively engaged in it.
- So, we're going to proceed down this
- path in a way that we do keep you all posted on
- what we're doing and where we are.
- 15 Butch?
- 16 BUTCH: The slides show an issue that
- is out there but not resolved, which is the
- joint ICCVAM/SAP review as opposed to a two-step
- 19 process. Are there any advantages to -- could
- 20 we have one minute on the advantages and
- 21 disadvantages of a one-step versus a two-step
- 22 process?

22

Personally, I think that if 1 MR. JONES: 2 there's a lot of consensus, that a one-step process is adequate. If there's some degree of 3 dissension occurring, I think you then may want 4 to take it to an SAP, but -- again, those 5 choices haven't been made, but that's what my 6 7 thinking would be. MS. LEVINE: But I quess that option 8 would be if we had some people on the -- from 9 10 the SAP on the group, and we could always do that, even if we had a combined, we could still 11 12 have another. 13 And my understanding from the ICCVAM is they have -- at other times they have made 14 15 decisions or recommendations, and then it's gone 16 to the SAP, and it does -- it does sort of broaden the review, you know, you get different 17 perspectives, you get different -- it can 18 sometimes enrich the input. 19 20 MR. JONES: Um-hum. (Inaudible.) UNIDENTIFIED MALE: I'm just curious if 21 this very narrowly focused project has

- 1 opportunities in the future for expanding to
- 2 some other data requirements.
- 3 MR. JONES: It may well. It may well.
- 4 I don't think we've got anything right now in
- 5 front of us that it -- that I would say is
- 6 here's the next one down the chute, but that's
- 7 one of the reasons I want to keep it as public
- 8 as it is, because if it does, I think it's going
- 9 to be more and more important for it to be done
- in a very public way.
- Okay, thanks.
- 12 All right, our next topic this
- 13 afternoon, PRIA, the Pesticide Registration
- 14 Improvement Act, which we've talked about pretty
- 15 extensively at our last session, one of the work
- 16 groups that came out of that was the PRIA
- 17 Process Improvements Work Group, and what we are
- 18 going to hear this afternoon is a report out
- 19 from that work group, and Marty Monell, the
- 20 deputy director for management in OPP, is going
- 21 to lead that discussion.
- 22 UNIDENTIFIED MALE: Excuse me, Jim?

- 1 MR. JONES: Yeah.
- 2 GARRETT: Do you have additional copies
- of the six and three handouts? I don't have any
- 4 in this packet, and I think there are others
- 5 that don't have it as well.
- 6 MR. JONES: Of this particular
- 7 presentation, is that right?
- 8 GARRETT: Yes.
- 9 MS. MONELL: There is no -- there is no
- 10 handout for this particular session.
- 11 GARRETT: Oh, okay. Well, that would
- 12 be why.
- 13 MS. MONELL: There is, however, a
- 14 handout for the very next session. Margie?
- Okay. So, but thank you for reminding me,
- 16 Garrett.
- 17 The Pesticide Registration Improvement
- 18 Act of 2003, PRIA as we fondly call it, requires
- 19 the Agency to look for process improvements in
- our registration processes to enable us to meet
- 21 the time frames envisioned in this bill. So, we
- 22 came to the PPDC last spring and sought some

- 1 advice as to how we should proceed. We had
- 2 already done some internal process adjustments,
- 3 if you will, and had received a lot of
- 4 recommendations from the coalition which led to
- 5 the -- which was a group that led to the actual
- 6 passage of PRIA, but we didn't have a formal
- 7 process for developing a process improvement
- 8 plan, if you will.
- 9 So, we came to the PPDC, basically
- 10 asked for guidance, and were told that the best
- 11 route would be to involve a group of
- 12 stakeholders, those which are most directly
- impacted by registration decisions, and with
- 14 that charge, we set forth and put together a
- 15 work group. We have about eight, nine -- ten
- 16 members representing industry, we have two
- 17 representing public interest sector, and several
- 18 members of the OPP registration staffs.
- 19 Today you are going to hear from Rick
- 20 Keigwin, who basically chairs the work group,
- 21 and from Howard botch in the case which Veridien
- 22 Corporation, Greg Watson from Syngenta, about

- some of the processes that we have come to some
- 2 agreement on for improvement. I should also
- 3 note that although they weren't able to attend
- 4 the couple of meetings, Erik Olson and Caroline
- 5 Brickey are also members of this work group,
- 6 have been -- have had access to all of the
- 7 minutes of the meetings of the work group and an
- 8 opportunity, obviously, to weigh in on anything
- 9 that they saw as problematic from their
- 10 perspectives.
- 11 So, I'll turn it over to Rick.
- MR. KEIGWIN: Thanks, Marty.
- 13 I thought what I would do is first talk
- 14 about some of the process improvements that the
- 15 Agency has started to implement and then talk
- about what we've been doing within the committee
- 17 itself and then lay out what our next steps are.
- 18 Howard and Greg are going to talk about
- 19 some of the initial sets of recommendations that
- the committee as a whole have come to and some
- 21 plans to begin to implement those within the
- 22 process.

1	As part of meeting this objective in
2	the statute, the Agency looks at not just what's
3	coming out of the work group and through the
4	PPDC as opportunities to find process
5	improvements, but we're also looking internally
6	to see what, based upon our experiences, could
7	also make the process work better.
8	One of the first steps that we've taken
9	is we are actually doing some benchmarking type
10	of exercises. So, for example, we've been
11	meeting with the Food and Drug Administration to
12	find out when they implemented the Prescription
13	Drug User Fee Act, PDUFA, what types of changes
14	did they make in their process to make their
15	system more efficient.
16	We a few weeks ago traveled up to
17	Ottawa and met with the Pest Management
18	Regulatory Agency. They have had a fee-based
19	system for the past six or seven years, and
20	they, too, have been looking at efficiencies in
21	their process, largely around information
22	technology and how do you employ that into your

- 1 process, and we learned a great deal from them
- on that most recent trip. I think there's a lot
- 3 of opportunity for collaboration with them,
- 4 particularly in the IT arena, to improve the
- 5 efficiency of the registration process
- 6 domestically.
- 7 We also decided that we had to improve
- 8 our current tracking systems. The open system
- 9 that I think we've talked about here on previous
- 10 occasions, in order to be prepared for when PRIA
- 11 went into effect in March, we had to make a
- 12 number of modifications to that system in order
- to allow us to track the incoming applications,
- 14 know what the decision times were, be able to
- use that system to generate bills for the new
- 16 actions that were coming in, and all those
- improvements have already been made.
- 18 Another area that we've been working on
- is speeding up the initial cataloging and
- 20 screening of the studies as they come in. We've
- 21 actually been very successful in reducing that
- initial up-front process down to about a five to

1 ten-day process. That improvement gives the 2 regulatory divisions an opportunity to more fully screen the applications before the 3 decision times actually start. So, you have an administrative screen, and then you can actually 5 begin to have a bit of a substantive screen to 6 7 see is the application complete, is it in good enough shape that we can actually begin the 8 substantive review? 9 10 Then we also have adopted some screening procedures whereby -- and this is 11 actually something that we learned from the 12 13 Canadians -- is they actually moved some of the their regulatory staff into the up-front process 14 15 is unit or front-end type screening unit so that 16 these 90 categories of actions, you had regulatory experts who can better categorize 17 those types of applications, and so we have set 18 up procedures where our regulatory staff go into 19 the front-end processing unit every day, and 20 21 so --

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(End tape 3-B.)

1 MR. KEIGWIN: What's come out of that 2 are some checklist types of things that our staff are using, things like completeness 3 checks, are all the forms there, are the labels 4 5 there, does the label match what the data say, some initial things that if we have the 6 7 application correct in the first few days, it streamlines the process later on. 8 9 We have also developed a more improved 10 coordination process with the IR-4 program, particularly surrounding the submission of new 11 12 food use applications for minor uses. 13 Historically, what would happen is that IR-4 would submit their tolerance petition, and then 14 15 sometimes, but not all that often, registrants would come in with their labels at a later date. 16 What we have now worked out is a system whereby 17 IR-4 coordinates the entire submission, so that 18 the tolerance petition and the labels and the 19 registration application all come in at the same 20 We actually think that that is very --21 it's helpful to us, because we have a complete 22

- 1 package up front. It actually, in all
- 2 likelihood, will streamline the registration
- 3 process so that growers will get access to these
- 4 products more quickly, because we won't be
- 5 having to wait for the registration package.
- And then finally, we've begun to
- 7 institute some scoping type exercises up front
- 8 in the review process, trying to tailor the
- 9 review process to meet what the application is
- 10 about.
- 11 With that, we've begun to implement
- some revised evaluation procedures, particularly
- in the fast-track amendment type arena.
- 14 Historically, we would review an application,
- and if there were deficiencies, we'd write a
- letter and we'd communicate that back to the
- 17 registrants, and then that would close out a
- 18 cycle, and then we would have to start a cycle
- 19 up all over again.
- 20 What we're starting to do is,
- 21 particularly in the area where there are minor
- deficiencies, we are calling the company and

- 1 saying, if you can get this issue corrected in a
- very short period of time, say less than a week,
- 3 we can continue on with the review process, and
- 4 I think that makes things a lot better. We're
- 5 doing similar types of things in the end use
- 6 product registration arena.
- 7 One of the areas that we're still
- 8 working on, and this is -- will actually be a
- 9 major focus of the next work group meeting that
- 10 we have later this year, is in the area of a new
- 11 evaluation process for new active ingredients
- 12 and new uses. We're looking for areas where we
- 13 can broaden public participation in the
- 14 registration process. We're looking -- we've
- 15 currently looked at the model that's used in
- 16 reregistration for public participation, but
- we're also looking at other opportunities to
- involve a broader group of stakeholders in the
- 19 registration process.
- 20 So, to date we have had two work group
- 21 meetings. We had an initial meeting in late
- 22 August where industry came forward, and they had

- 1 about 14 -- 13 or 14 process improvement areas
- 2 that they thought were of high priority for
- 3 consideration. The Agency also put forward
- 4 about six or seven additional process
- 5 improvement areas, and we looked at how similar
- or if they complimented each other in any way,
- 7 and in large part they did. So, we were able to
- 8 actually narrow those down as an initial set to
- 9 about seven initial process improvement areas to
- 10 focus on.
- 11 From that, in mid-October, we met
- 12 again, and we fleshed those out a little bit
- 13 more and began to identify some -- put together
- 14 some work plans to focus on at least a couple of
- them, areas where the Agency could develop
- 16 improved quidance for registrants or areas where
- 17 we could improve the evaluation process in the
- 18 area of label reviews.
- 19 So, with that, I am going it turn it
- over to Howard, I think, who is going to talk
- 21 about a couple of those areas.
- MR. BOCHNEK: Okay, thank you, Rick.

1	The pesticide-producing entry,
2	represented by a broad coalition of registrants
3	and trade associations, agreed on, as Rick said,
4	14 process improvement proposals. The 14 areas
5	where the need for process improvements have
6	been identified span all three divisions across
7	BPPD, RD and AD. While there may be some
8	further refinement as we move forward, the
9	industry has further specified the seven highest
10	priority issues. Concurrently, the Agency has
11	identified five areas where they believe that
12	process improvements are most critically needed.
13	I'll be summarizing the concerns raised
14	by the Agency, which I can tell you, as Rick
15	indicated, are shared concerns of the industry,
16	and I'll address one of the industry's seven
17	highest priorities. Greg Watson, who has been a
18	leader in this entire process on behalf of all
19	the sectors of the industry will be speaking
20	about the additional priority concerns.
21	The Agency's five concerns can be
22	summed up under the titles of Improving the

- 1 Quality of Applications. Specifically, the
- 2 Agency has identified the need to address,
- 3 number one, the incomplete data submissions.
- 4 Secondly, the Agency has been concerned about
- 5 applicants needing to meet the requirements of
- 6 PR Notice 86-5 with regard to standard format
- 7 for data submissions. When data submissions
- 8 come in that are not in the standard format, it
- 9 takes time, creates problems for the Agency.
- Number three, the need for applicants
- 11 to improve the documentation that they provide
- 12 with their registration applications. Fourth,
- 13 the Agency is concerned very much with the
- 14 filing of incomplete application forms. And
- again, on all of these areas, these are areas
- that the industry is also very much concerned
- about, and just because the Agency is the one
- that raised them, it's not to believe that the
- industry isn't equally as concerned.
- 20 Fifth is an item called, for lack of a
- 21 better explanation, better labels. This is
- 22 somewhat of a complex subject. Better labels

- 1 impacts on the application review process, it
- 2 impacts on registrant needs and expectations,
- and it certainly impacts on the commercial and
- 4 public users of agricultural and household use,
- 5 herbicides and pesticides, as well as medical
- 6 office, hospital and home use of disinfectants
- 7 and other anti-microbial agents. If you can't
- 8 understand from the label what the product is
- 9 for and how to use it, the label isn't very
- 10 useful. And again, while the Agency is the one
- 11 who has raised this issue, the industry is
- 12 vitally concerned with the same problem.
- 13 The industry agrees that the process
- improvements that have been identified by the
- 15 Agency are ones that need to be acted on as
- 16 quickly as possible jointly by the Agency and by
- 17 the industry working together.
- 18 One of the highest priorities
- 19 identified by the industry is the matter of
- 20 product chemistry reviews. Of particular
- 21 concern is the number of cycles that occur
- between the registrant and the Agency, even

- 1 where there are cases of minor deficiencies.
- 2 The Registration Division has a new process that
- 3 will probably help a great deal in this area.
- 4 We anticipate that progress will be made under
- 5 PRIA and the other divisions as well.
- 6 Registrants need advice and training on
- 7 how to complete confidential statements of
- 8 formula, and that's an issue which from personal
- 9 experience I'll tell you also applies to the
- 10 completion of data matrices as well. We need to
- 11 know from the Agency what they're looking for,
- 12 how these complex -- at least from an industry
- 13 side -- complex forms need to be filled out in
- 14 such a way that the Agency understands the
- information that we're providing.
- 16 Registrants would further like further
- 17 quidance with regard to the use of inert
- ingredients and how they can be used in various
- 19 types of formulations in the products that we
- 20 make. Both the Agency and the industry have
- 21 data and examples to support each of their
- 22 concerns. So far, we see good progress towards

- 1 resolving all of these issues and in the
- 2 direction of implementing the process
- 3 improvements that were desired and foreseen by
- 4 the implementation of PRIA.
- 5 We thank you for your continued
- 6 concern, your encouragement and our support in
- 7 our progress towards addressing these vital
- 8 activities.
- 9 MR. WATSON: Thank you.
- 10 What I'm going to try to do is just
- 11 give some highlights, again, from continuing on
- on some of the process improvement areas that
- we've discussed, but what I'd like to say in the
- 14 beginning, as we said in a PRIA workshop that
- was held last week, we certainly congratulate
- 16 OPP on how open and transparent the process on
- 17 PRIA has been to date, and also the level of
- 18 energy that has been very evident as they've
- 19 gone forward, serious implementation
- 20 consideration there. So, the group that has
- 21 been working on this is to be congratulated.
- I think one of the topics I would just

- 1 like to highlight again was the consistency in
- the label review, and as Howard mentioned, EPA's
- 3 listed this as a topic of concern for them as
- 4 well, particularly where use information was
- 5 difficult to be captured so it could be fit into
- 6 the risk assessment process.
- 7 We initially agreed in the group that
- 8 EPA would go back and do something like a
- 9 rejection rate analysis where they looked at
- 10 label rejections and the reasons why. After
- 11 further discussion, the thought was that that
- would be too resource-intensive versus the
- benefit that could be derived, so we adopted an
- 14 alternative plan where we'll come back to EPA
- within the group and the surrounding coalitions
- and trade groups that are represented to come to
- 17 EPA with examples where we believe the label
- 18 review manual has some potential areas of
- 19 disagreement with PR notices or other policies
- 20 or 40 CFR.
- 21 We also have agreed to come to the
- committee with a listing of examples where label

- 1 categories may need further support in terms of
- 2 how they would be best described. For example,
- 3 from the Registration Division would be turf
- 4 use. It's not corn, and there are some
- 5 peculiarities about particular use patterns with
- 6 turf that may need some further elucidation
- 7 about what needs to be on the label.
- 8 Our goal is to also identify a group of
- 9 those who are BPPD and AD, such that we would
- 10 pick or prioritize three to five for each of the
- 11 divisions for further -- bring them forth for
- 12 further consideration.
- We also have agreed to come forward
- 14 with some specific examples where there have
- been differences in label reviews done by EPA,
- and again, we talked or I presented an example
- that the term "selective herbicide" suddenly,
- 18 for a very short period of time, became
- 19 something that was of concern to EPA, was
- 20 removed from labels, and then after further
- 21 discussion, was able to be placed back on. So,
- 22 again, it's just an example of how an issue came

- 1 up and was eventually resolved, but again,
- that's one of the examples we might talk about
- 3 again.
- 4 Okay, so that was really just a general
- 5 area about one of the label improvements that we
- 6 have brought and discussed in the group.
- 7 Another topic was registrants' interest
- 8 in having status of pending applications be more
- 9 visible. The auto-notification of the billing
- 10 under PRIA to the registrant has been a very
- good process, and it's led to an interest from
- the group to have that expanded to other areas,
- 13 particularly the time line of where the PRIA
- 14 date actually starts.
- 15 EPA is working on this issue. It will
- 16 take a lot more infrastructure to bring forward,
- 17 and there are some technical issues, but I think
- there's a commitment to make milestones in the
- 19 registration process more routinely notified by
- 20 electronic means.
- 21 The next topic that I'd like to bring
- forward that we've discussed is a communication

on data evaluation records or DERs and end 1 2 points as they are being selected during the registration process. There has been an issue 3 where DERs have not always been available to the 5 registrants after they have been completed, and in fact, to the point that some registrants have 6 7 actually had to go through the Freedom of Information Act request to find -- to get those. 8 I think there are -- if you look at 9 10 some of the improvements that Registration Division has brought forward that Rick 11 mentioned, there is a proposal that those DERs 12 13 and those risk assessments would be posted in a public docket at the end of the process, and I 14 15 think that certainly is something that is worth 16 looking at, certainly would provide more stakeholder access in that regard. 17 18 There is also a mention in the process improvement from Registration Division about, 19 20 quote unquote, "problem DERs," and I think that's also important. As issues are identified 21

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in the registration process, that they are

- 1 brought forward and communicated, then you can
- begin to work much more quickly toward reaching
- a mitigation or working through some science
- 4 issue that might be there.
- 5 And that leads, again, to one of the
- 6 biggest time lines in a registration process, is
- 7 it comes about if there's disagreements over end
- 8 points that were selected in the process, and I
- 9 think that's another place in the public
- 10 participation process that, again, Rick
- 11 mentioned earlier, to try to find a way forward
- in terms of where those could be identified and
- 13 communicated earlier.
- 14 I'm almost finished. There were 14.
- We're only going to talk about seven.
- 16 Well, the other ones of interest, I
- 17 think particularly to EPA and industry, is
- 18 electronic submissions. One of the things that
- 19 has been put in place but not universally
- 20 adapted by the registrant community, nor within
- 21 EPA, is electronic labeling review, and those
- tools are available, and I think that's, again,

- one of those places where industry and EPA --
- that just needs to be how we do business now,
- 3 and I think we need to work on setting up and
- 4 moving forward on that.
- 5 At the PRIA workshop last week that was
- 6 held, it was reported -- and I was very happy to
- 7 actually hear it -- that all the active
- 8 ingredients, new active ingredients, that were
- 9 submitted to EPA in fiscal year 2004 were
- 10 submitted electronically or had some part of
- 11 their database in electronic form. I think
- that's a huge step forward compared to where we
- were, and it just shows the power of where EPA
- 14 was able to stabilize the formats and the
- 15 templates that they wanted, and industry was
- able to provide that. So, we need to continue
- 17 that.
- 18 And along that area, study profile
- 19 templates, which are actually draft data
- valuation record, they follow what EPA would
- 21 produce in that area. That's also something
- that is strongly supported the industry and by

- 1 EPA. EPA will certainly still do the review of
- the study, but it helps the logistical process
- 3 of moving that forward.
- 4 I think one of the major concerns that
- 5 was raised at the workshop last week was that
- 6 even though EPA's made a lot of progress in that
- 7 area, OECD now has launched into this fray, and
- 8 it looks like they're running at a pace that may
- 9 be a little bit ahead of where we in the U.S.
- 10 would like to see it go. We certainly want to
- 11 get there in the end and have a harmonized
- format, but there's a concern that they have not
- 13 taken into account the progress that's been made
- 14 to date within NAFTA.
- 15 And finally, just a couple sentences
- 16 about endangered species. This is certainly an
- 17 area that EPA's working hard on to bring forward
- 18 transparency and process to that. It's just
- 19 that we, again, within this group wanted to
- 20 highlight that that is a needed area where we
- 21 need to move forward; how the registrants submit
- 22 to support an endangered species assessment, how

- does OPP plan to follow the process in terms of
- 2 producing endangered species assessments on a
- 3 routine basis. Those are two real questions we
- 4 need to continue to work on.
- 5 And certainly there's a critical need
- 6 to continue to progress and update the eco-risk
- 7 assessment policy within OPP, because working at
- 8 the screening level and a terministic level, and
- 9 each assessment is really not going to resolve
- 10 that -- those issues. Certainly the case
- 11 studies that have been put forward, the 2(4)(D)
- case that's been adopted, and reregistration
- will help set that as a model and will help
- 14 everyone understand from both sides what the
- 15 targets are.
- With that, that's all I intended to
- 17 say. So, thank you, Rick and Marty.
- 18 MR. JONES: Gary?
- 19 GARY: That was very interesting. The
- 20 joint workshop was alluded to several times, and
- I know Ray was heavily involved and a lot of us
- in PPDC were involved with it as well. It was

- 1 excellent in my opinion. We had industry,
- 2 public interest groups and the Agency all
- 3 working together, and I think we accomplished
- 4 quite a bit.
- 5 What was particularly interesting from
- 6 my perspective was on the second day, we broke
- 7 out into three different groups, those who sort
- 8 of needed work with AD, those who needed with RD
- 9 and those who needed the biological BPPD, and I
- 10 was extremely impressed. I went to Janet
- Anderson's group, the BPPD one, and saw some of
- 12 the things on the tracking systems, which I was
- 13 very excited about, and that's what I'm bringing
- 14 up now, is the tracking system.
- I know it was alluded to earlier, but
- whatever that can be done internally from OPP,
- 17 the tracking system, and then certainly letting
- 18 us know what's happening is something which we
- 19 would definitely want to encourage, and I saw
- 20 Bob Tarla had some interesting things in Janet's
- 21 organization which I thought was excellent, and
- 22 maybe there needs to be more consistency within

- 1 your divisions within OPP, but certainly from a
- 2 registrant perspective, we would love to see
- 3 that followed up on.
- 4 MR. JONES: Thanks. Julie?
- 5 MS. SPAGNOLI: With regard to labeling,
- 6 I think another aspect of this that was
- 7 discussed with the work group and I think is
- 8 relevant to bring up here is also the need
- 9 probably to involve the states in some of
- 10 these -- in some of the label issues, that there
- is already systems in place where the states can
- identify some problem labels or problems with
- labels, and that can, you know, sort of be part
- of this process as we look at, you know, what
- are some things we can do to help from both the
- 16 registrants and the Agency side for better
- 17 labels, more useful labels from the registrants
- and more consistency in review I think from the
- 19 Agency, and identifying maybe what types of
- labels need more guidance or need some kind of
- 21 more consistency.
- 22 And I think we also identified the need

- 1 for when a policy decision is made with regard
- 2 to labeling, because a problem's been identified
- 3 with a particular label or some particular use
- 4 pattern, to make sure that that gets documented
- 5 somehow and made available so that that can then
- 6 be used by other registrants or other reviewers
- 7 so that we can get more consistency in
- 8 decisions, because I think sometimes a decision
- 9 is made on a particular label, but then nobody
- 10 else knows that that decision was made, and so
- 11 that's where some of the inconsistencies
- 12 sometimes come out.
- But I think we really do need some
- inputs from the states on the labeling issues as
- 15 well and also what the states -- how the states
- 16 use the PPLS, the labels that are posted. There
- 17 has been some discussion with that as well, to
- 18 make sure that that is used in a consistent
- 19 manner.
- 20 UNIDENTIFIED MALE: And in fact, what
- 21 we're trying to do is for the next meeting of
- the work group, we're trying to align it with

- 1 either a meeting of SFIREG or a meeting of the
- 2 POM committee, so that states already in town,
- 3 and then we'll add on a couple of hours. That
- 4 will be a joint meeting of POM or SFIREG and the
- 5 work group.
- 6 MR. JONES: Thanks. Shawny?
- 7 SHAWNY: Greg, you said something
- 8 about -- right at the very end there that
- 9 something -- I'm assuming the 2(4)(D) risk
- 10 assessment acted as a model for endangered
- 11 species. Could you elaborate on that?
- MR. WATSON: Yes, there has been an
- agreement within SRRD that they will work on
- 2(4)(D) as a case study, where it's actually
- 15 very, I think from what I understand about the
- scope, it will be very similar in some ways to
- 17 the workshop that actually was held yesterday on
- 18 how EPA will do the risk assessment that leads
- 19 to the endangered species finding.
- 20 2(4)(D) is going through reregistration
- 21 right now, so as part of that process, again,
- they'll use that example as a case study that

- then can be presented, you know, after the fact
- 2 to show us the pathway that will be utilized.
- 3 And again, I think that will be very helpful to
- 4 all players, registrants as well as participants
- 5 or other stakeholders.
- 6 SHAWNY: Can I just add onto that? Do
- 7 you know if in that meeting -- and I should
- 8 review that as well -- but if it was also raised
- 9 to use the other -- to look at the other
- 10 chemicals that are used closely with 2(4)(D),
- 11 such as MCCP or the other combined -- you know,
- that are usually associated with the actual
- product and looking at endangered species?
- MR. WATSON: I don't know about that.
- 15 As far as I -- all I've heard is that it's
- intended to be 2(4)(D) specific, because that's
- within the action, as I learned yesterday, the
- 18 action definition will be bounded by the active
- 19 ingredient.
- 20 MR. JONES: Anyone else? Yeah, Dennis.
- 21 DENNIS: Rick, I think you mentioned
- one of the upcoming focuses is going to be on

- 1 public participation in new active ingredient
- 2 assessments. Could you go into that a little
- 3 bit, describe what you're thinking about doing
- 4 there?
- 5 MR. KEIGWIN: We are looking towards
- 6 the model that we have used in the
- 7 reregistration process, you know, whereby there
- 8 are different points in the process where
- 9 snapshots in time in either where we are with
- 10 the risk assessment or taking comment on risk
- 11 management have been utilized in the
- 12 reregistration program.
- We have been working within the work
- 14 group on how and what parameters of that type of
- a process would fit within registration.
- 16 Industry is actually working on a proposal for
- 17 how you might do that. Currently there are
- opportunities within the existing registration
- 19 process for public involvement. We do -- we are
- 20 required by statute to publish notices of
- 21 filing, that we have received new applications.
- We also publish the industry risk

- 1 assessment that's submitted in support of food
- 2 use registrations. We don't often get comments
- 3 on those. And one of the things that we've
- 4 already talked about doing is at the end of the
- 5 process, not only putting all of the data
- 6 evaluation records in a public docket, but also
- 7 putting the risk assessment into the public
- 8 docket. Those things are available. We don't
- 9 readily make them available currently, but if we
- 10 were asked for them, we would provide them.
- Now, the idea that the Agency has put
- 12 forward is that we would more routinely include
- 13 those in a docket so that people could have
- 14 access to those, but we haven't come to any firm
- 15 conclusions on how we might do this. We're
- 16 really more in the exploration phase at this
- 17 point, and again, if it's something that the
- 18 states are interested in, I think that could be
- 19 another agenda topic for this next work group
- 20 meeting.
- 21 MR. JONES: Erik?
- 22 ERIK: Yeah, I just had a question.

22

1 One of you mentioned something about what to do 2 with "problem DERs" and what to do when there's disagreement over end points. I think maybe it 3 was Greg that said something about that, but 5 could you explore that a little more about exactly what you're talking about? 6 7 MR. WATSON: There are many times, particularly in a new active ingredient, where 8 9 let's pick a clear-cut example where there's 10 been migration of an OECD study protocol and that you may have done a study that, for 11 example, because of the time line to development 12 13 that was, you know, by an old protocol, well, EPA expects to see something different because 14 15 the protocol has changed. There might -- that 16 might be one instance. There also might be an instance where 17 there was one of the parameters missing for the 18 study that EPA says, wait a minute, we think 19 20 this study doesn't meet our guideline, or you

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could actually end up with an end point from a

study that would create an issue in the risk

1 assessment for the registration action. 2 It's in those places, particularly the last example, where EPA communicates with a 3 registrant that you have obviously a lot of 4 5 discussion and potential for disagreement, and that can go in a lot of cycles, and that's the 6 7 points we were trying to make, is that if we're going it meet the PRIA time lines, those need to 8 be identified and communicated as early as 9 10 possible in the process so you can work through, 11 you know, what the issues are. Is it, again, a 12 simple protocol? Is it -- and so I think that's 13 the only point. Well, I guess my concern would 14 15 be that if there's sort of a nonpublic process 16 where there's debate about what end point we are going to use, you know, I don't think that's 17 appropriate, but I'm not sure I'm hearing 18 correctly what your proposed solution is to 19 20 that. Erik, this has actually 21 MR. JONES:

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been one of the areas that there has actually

been a little bit of disagreement currently 1 2 between the Agency and registrants. What we -what the Agency has maintained during the work 3 group discussions is that where there is 4 5 disagreement, we actually think that there should be a public process surrounding that, and 6 7 so as part of the -- that involves more than just the Agency unilateral/bilateral discussions 8 with the registrants, and what we have to look 9 10 for and what we're hoping to do is find ways within the FIFRA context that allow us to talk 11 about things predecisionally, to allow public 12 13 participation into those types of disagreements. Well, I will say PRIA, you know, 14 ERIK: 15 it was anticipated that that kind of thing might 16 happen, and if it's a big enough deal, then it would, you know, potentially go into a parking 17 lot, and there would be a debate about that, not 18 subject to the deadlines. If it's not a big 19 20 enough deal, then perhaps you can deal with it through public process. My concern would be 21

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that we not have bilateral discussions about

- 1 issues of that import. There should be some
- 2 kind of public process.
- 3 MR. JONES: And that -- that's fair.
- Okay, well, thanks -- oops, I'm sorry,
- 5 Shawny.
- 6 SHAWNY: I just have to say, this is
- 7 the first time I'm hearing of this, of 2(4)(D)
- 8 being used as a model for endangered species,
- 9 and I'd have to say I thought that there was
- 10 something about Medichlor perhaps being used
- 11 also as a model -- no?
- MR. JONES: That was an example we used
- 13 yesterday at a workshop to walk through --
- 14 SHAWNY: Okay.
- MR. JONES: -- how we are -- we plan on
- doing endangered species analysis.
- 17 SHAWNY: Okay, all right. Well, I
- 18 just -- I raise this just because as we know,
- 19 there -- you know, there has been a lot of work
- done on 2(4)(D), and of course, there's a lot of
- issues with it showing up in very low levels, of
- course, as an active ingredient on its own but

- that it is still very rarely used as an active
- 2 ingredient on its own, that there's -- it -- I
- 3 just think there would be a lot of contention
- 4 with using such a high-profile chemical, and you
- 5 might want to take that into account.
- 6 MR. JONES: I appreciate that.
- Well, I think that the -- it's
- 8 important that we keep in front of the PPDC
- 9 process improvements. I'm very committed to --
- 10 have been pre-PRIA and will be post-PRIA --
- 11 about process improvements, in particular as
- they enhance our efficiency, and that's how
- 13 we're engaging in that process. I think it's --
- 14 I believe that everybody around the table wants
- us to enhance efficiency without compromising
- 16 safety, and I think one of the ways in which we
- 17 can assure that happens is by having
- 18 transparency around that. So, we will continue
- 19 to bring these issues to the PPDC prospectively.
- So, thanks to the group that's been working on
- 21 this, and we will now move on to the next topic,
- 22 which Lin Moos, from the Field and External

- 1 Affairs Division, is going to do some follow-up
- on an issue we brought to this committee at our
- 3 last meeting around consumer pesticide label
- 4 improvements.
- 5 (End tape 4-A.)
- 6 MS. MOOS: Okay, I want to update folks
- 7 on where we are on the status of the consumer
- 8 pesticide label improvement project, and the
- 9 first thing I better start out by saying is
- 10 everyone was just talking about label
- improvements and label problems in this PRIA
- discussion. This is a very, very tiny, tiny
- 13 sliver that we're looking at here. We're not
- trying to solve all of those problems, and we're
- not going to hopefully get into most of them in
- 16 the context of this group. I think there would
- 17 be other fora to deal with those.
- 18 At the last PPDC meeting, we had a
- 19 panel -- we had panel presentations and then an
- 20 open discussion about improvement of labeling
- 21 language, and as you recall, Paula Bodie's
- 22 presentation presented boilerplate language of

- 1 "do not contaminate water while disposing of
- 2 equipment wastewaters," and she posed that
- 3 statement, I guess the plain English statement
- 4 of, "rinse spreader over a patch of healthy turf
- 5 so that the run-off does not flow to a curb,
- 6 gutter or stream."
- 7 During the open discussion that we had
- 8 after that, you as a group thought that Paula's
- 9 presentation really made it clear that we needed
- 10 to work on improvement of consumer label
- 11 language and that this was a project that the
- 12 PPDC should undertake.
- 13 So, last month, Margie circulated a
- 14 submission statement and a request for work
- group participation for a subgroup to work on
- this consumer pesticide label improvement
- 17 project. I hope you've already read the mission
- 18 statement. It's been sent out to you multiple
- 19 times. I did bring copies. That's what's being
- 20 passed around. You don't need to review that
- 21 now, but you know, it's available.
- But the mission statement principally

- 1 had two goals. The first goal and the principal
- 2 goal was to improve the consumer understanding
- of safe use, storage and disposal and the
- 4 environmental and health information on
- 5 household pesticide product labels. Improve the
- 6 readability of labels, you know, make people --
- 7 make them understandable.
- 8 Our second goal is to design a program
- 9 that can be easily implemented by EPA and the
- 10 registrants so that we ensure that the
- 11 registration transaction costs from going
- 12 forward with any new program for label
- improvements is minimized.
- 14 There were four charges to the work
- 15 group. The first charge was that working with
- 16 EPA and stakeholders, identify problematic label
- 17 language that's used on pesticide products, and
- 18 again, this is language such as the "do not
- 19 contaminate water when disposing of equipment
- 20 wash waters." The identified language might be
- 21 boilerplate language that was suggested in REDS
- or other standardized equipment use phrases on

- 1 consumer products.
- 2 The work group was then asked to
- 3 prepare a standardized, easy-to-read
- 4 alternative -- a menu of standardized,
- 5 easy-to-read alternative language that
- 6 registrants could place on the consumer products
- 7 as an alternative to the current technical
- 8 language. What we want to do here, again, is
- 9 develop label directions that consumers can
- 10 read, understand and follow, and the objective
- for this work group isn't to make safety claims
- 12 about particular pesticide products, but again,
- work on the plain English.
- 14 The work group was also asked under
- this mission statement to recommend product
- 16 criteria that can be used to limit the use of
- 17 the proposed label language to products that are
- sold exclusively or principally to consumers.
- 19 We don't want to take this new label language
- that would be a replacement for the technical
- language and put it on professional products or
- 22 put it on agricultural products. The focus here

- 1 is getting to the consumer.
- 2 And the fourth charge to the work group
- 3 is to consider whether there should be further
- 4 consumer education initiatives that should be
- 5 undertaken, particularly designed to increase
- 6 the percentage of American consumers that read
- 7 their products before pesticide use.
- 8 In response to the solicitation that
- 9 was sent out, we had a number of PPDC and
- 10 non-PPDC members offer to participate on this
- 11 work group. We have a state official, an
- 12 extension official and a very large number of
- industry representatives that have raised their
- 14 hands.
- 15 It's important here, we need a balanced
- and a diverse group, which includes
- 17 representation of consumer and environmental
- 18 interests as well as industry interests. We
- 19 have gotten one consumer organization on board.
- I'm pleased to be able to say that, but we don't
- 21 have any environmental representation, and we
- 22 really need some assistance from you folks to

1 get additional consumer environmental 2 nonindustry people on board on this work group so that we can establish a diverse work group 3 and initiate the work group and start working on 4 5 things. 6 So, what are our next steps? As we're 7 moving forward to balance the work group and finalize the list of participants, there's still 8 some things we can do to move forward. 9 10 the next couple of weeks, I expect to distribute a solicitation for problematic standardized 11 language from PPDC, EPA staff, ATCO, ABSI and 12 13 other interested stakeholders. I'm going to request -- assuming I get this out within the 14 15 next couple of weeks, I'll request that we have 16 got submissions by mid-November. Hopefully, by that point in time, we are going to have a 17 balanced work group so that we can really 18 initiate the work group efforts on the project. 19 20 My plans would be then to in December electronically distribute the list of candidate 21

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problematic languages that have been submitted,

- that we've looked through, that the work group
- 2 can review for consideration. I'd hope that we
- 3 could convene the work group in January and sort
- 4 of determine our path forward from there.
- 5 There's a number of things the work
- 6 group will need to do at that meeting. We will
- 7 need to select the problematic technical
- 8 language for the work group to address. I don't
- 9 know if we'll have 15 candidates, if we'll have
- 10 20 candidates, if we'll want to pick five
- 11 candidates, if we'll want to pick ten
- 12 candidates. We'll have to see what we get.
- 13 We'll need to determine the process for
- 14 developing the menu of alternative, easy-to-read
- language, how we're going to go about doing
- that, are we setting up you subgroups to do
- that, teams to do that, are we breaking things
- 18 apart, how we are going to develop that.
- 19 We'll need to determine how the work
- group is going to develop recommendations on how
- 21 to define or distinguish the consumer product
- 22 category that this program would apply to, and

- we're going to determine how the recommendations
- are made by the work group and the need or the
- 3 type for future consumer education initiatives.
- 4 So, those are the things that the work group
- 5 would be looking at and sort of figuring out how
- 6 we are going to move forward with this project.
- 7 Hopefully, at the spring PPDC meeting,
- 8 the full PPDC meeting, maybe we can have a menu
- 9 of alternative language for a number of these
- 10 technical phrases that are currently used on
- 11 consumer products, perhaps recommendations for
- 12 consumer distinguishing criteria and
- 13 recommendations on the need for consumer
- 14 education initiatives to bring back to this full
- 15 PPDC for consideration.
- So, right now, I'm looking for some
- 17 additional participants on the work group and
- get us a more balanced work group so that we can
- 19 move forward more formally. And also, look for
- the solicitation. It should be going out in a
- 21 couple of weeks.
- Do folks have questions?

1	MR. JONES: Julie?
2	MS. SPAGNOLI: Well, this is just a
3	comment. I don't think we should limit the
4	scope to just problematic language and
5	alternative language, because I think what
6	the way we kind of looked at this issue is with
7	consumer labels, you know, traditionally labels
8	were developed with an eye towards enforcement,
9	and I think with a we've come to realize with
LO	consumer labels is perhaps it's not so much an
11	eye towards enforcement as an eye towards
L2	education and looking just for ways to better
L3	communicate safe, proper use to consumers
L4	instead of just, you know, having a label that
15	can be enforced, because typically it's not an
16	enforcement issue as much as an education issue.
L7	So, I think you know, I think there
L8	are you know, looking for problematic
L9	language and alternatives to problematic
20	language is good, but I think also, you know,
21	are there circumstances of language that has not
22	been allowed, it's not something that's on there

- 1 that we want to change, but something that we
- think would help consumers but hasn't been
- allowed to be used, and also to look for those
- 4 kinds of examples and just, you know, looking
- for, you know, how -- you know, what are some
- 6 better ways through labeling that we can educate
- 7 consumers on safe use and identifying -- you
- 8 know, what we kind of find is we know that
- 9 consumers want to be safe, they want to use
- 10 products safely, and how can we best communicate
- 11 that?
- 12 And as you said, it's not about making
- safety claims, but it's about encouraging safe
- 14 use and helping them understand what are the
- safe uses of a product and how to use it safely.
- 16 So, I think -- I just think we should make --
- 17 not try to limit ourselves just to finding
- 18 problematic language and coming up with
- 19 alternative language.
- 20 MR. JONES: I agree with that, Julie.
- I think that it's maybe just a bit of semantics
- 22 around -- the way I read the mission statement

- 1 is very consistent with the way you've described
- 2 it.
- Well, we -- John?
- 4 JOHN: Yes, to follow up on what Julie
- 5 said, I wonder if the approach that you're
- 6 thinking about is going to get you the result
- 7 that you want. You're asking for participation
- 8 from various groups here to represent different
- 9 sectors to come up with a result, but it seems
- 10 that what you really want are people that are
- 11 professionals in certain fields, like
- 12 communications and education, and you could have
- 13 that within your own staff that specialize in
- 14 those areas.
- 15 And I'm wondering if you're also
- 16 thinking in terms of doing the usual thing when
- 17 you're trying to figure out what does the public
- or what does a consumer understand when they
- 19 read a certain statement, and to do that, you do
- things like focus groups rather than having, you
- 21 know, representatives from different sectors
- look at language and try to decide what's best.

- I mean, that's the first step, but then you have
- 2 got to take what they come up with and see if
- 3 it -- you know, test it before it goes to the
- 4 field.
- 5 MS. MOOS: I think some of the industry
- 6 people that have been proposed for participating
- 7 on the panel, in fact, have that technical
- 8 expertise and have been brought to the table for
- 9 that particular reason.
- 10 MR. JONES: And so does the Agency and
- 11 I think so do the states.
- MS. MOOS: Yeah, yeah.
- 13 MR. JONES: Dennis?
- 14 DENNIS: Yes, I would just like to
- follow up on Julie's comment about the need for
- better education and understandable labels, and
- 17 I think we all agree with that. I think
- 18 probably from a state perspective, the decision
- 19 to not also be trying to develop label language
- that's enforceable raises some questions for us,
- 21 and I guess I would like to ask the Agency going
- into the process whether one of the

- 1 considerations that you will want to be on the
- table is to be working towards language that's
- 3 both helpful for understanding as well as
- 4 enforceable or whether enforceability is
- 5 something that would not be given a priority.
- 6 MR. JONES: Personally, I think that
- 7 it's not an either/or, that it's specific to the
- 8 language that you're talking about. There may
- 9 be certain things on a label that -- and that's
- 10 why I think we want the states in this group --
- 11 that nobody would view as being important to be
- 12 enforceable, because no one would ever dream of
- enforcing it, and other things which they may
- 14 see as being very important to be able to
- enforce, because they have experience trying to
- 16 enforce it.
- 17 So, I think that you have to bring --
- 18 that we want that perspective at the table, the
- 19 importance of the enforceability of certain
- 20 statements, and the lack thereof for other
- 21 statements. I don't necessarily see it as a yes
- or no but more specific to the language you're

1 talking about. 2 DENNIS: Thank you. MR. JONES: Erik? 3 ERIK: Yeah, I just reiterate actually what Dennis just said, which is, you know, I 5 think you can have and, in fact, it's actually 6 7 better to have an understandable label because it's more enforceable if it's clear than if it's 8 very obtuse. So, you know, I think the two 9 10 should go hand in hand. And the -- I guess I have a question as 11 12 to whether the Agency's thought about whether 13 you have a reading level that you're targeting, because I know we have been involved in some 14 15 other agency activities where documents go out 16 to consumers, and you run it through a standard reading level test, and it's 12th grade or 17 higher, you know, second year college or 18 whatever, and you know, the average reading 19 20 level in the United States isn't even close to that, and I'm wondering, especially for consumer 21 22 labels, if you're thinking about a specific

22

target reading level, like eighth grade or sixth 1 grade or, you know, in D.C., I know the average 2 reading level is something like fifth or sixth 3 grade. So, is that an issue that you're looking 4 5 at seriously, and are you going to have somebody that's an expert on readability, an academic 6 expert on readability perhaps on the committee? 7 MR. JONES: I think those are good 8 9 points that we need to -- that this group needs 10 to ask of itself. I would expect that the consumer group participating and the companies 11 would have some insights into this, because it's 12 13 so important to what they do, but I think the question does need to be asked. 14 15 I saw -- no? Shawny? 16 SHAWNY: Yeah, I was just wondering, I know that a colleague of mine worked on a 17 18 similar initiative with the Agency quite a few years back on this, and there was a similar type 19 20 work group with symbols being proposed and all sorts of things. I was just wondering what kind 21

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of historical, you know, analysis was used or as

- 1 far as transferring some of that baseline data
- 2 that may have been collected at that time.
- 3 MS. MOOS: Julie is one of the people
- 4 that's raised her hand for this work group
- 5 effort, and I know she was very much involved in
- 6 the consumer labeling initiative. Do you want
- 7 to --
- 8 MS. SPAGNOLI: There was a lot of work
- 9 done. There was -- it actually went in two
- 10 phases. There was an initial phase where we did
- 11 some qualitative research with some focus
- groups, and that led to some changes in -- well,
- we did focus groups specifically focused on
- 14 first aid language, and that led to the
- 15 revisions that were made in the first aid
- 16 language; also about the use of the term "other
- 17 ingredients" versus "inert ingredients," some of
- 18 these very general concepts were tested via
- 19 focus groups.
- The second phase of the research was
- 21 much more extensive. We did actual quantitative
- 22 research in three product categories. There was

- 1 hard surface cleaners, lawn and garden
- 2 pesticides and indoor insecticides, and there
- 3 was a number of different parameters that were
- 4 investigated, you know, what kind of language
- 5 people looked for, what they didn't read, what
- 6 they did read, so that -- and it's all been --
- 7 all of that's been in a report that is posted on
- 8 EPA's web site.
- 9 So, the whole report and all of the
- 10 background materials is on the web site, and I
- 11 think we are using a lot of that I think as a
- 12 starting point for some of this and some of the
- 13 changes that were implemented and some of the
- 14 recommendations that were made, but for -- you
- know, for additional work that needs to be done.
- 16 Since I've got the -- I'll just make my
- 17 other point. Just to respond, Dennis, I wasn't
- 18 really saying that it's not enforcement. It's
- more from the consumer's perspective, though,
- that consumers don't read a label -- you know,
- 21 unlike a professional user, they don't
- 22 necessarily read the label from the perspective

- of thinking of enforcement. In fact, one of the
- 2 statements that was tested in this -- in the
- 3 research that we did initially was the, "It is a
- 4 violation of federal law to use a product
- 5 inconsistent with its label, "almost universally
- 6 not understood by consumers. You know, we got
- 7 comments like, well, that's just the same thing
- 8 that's on the mattress, you know, that's what
- 9 they thought. So, they --
- 10 UNIDENTIFIED MALE: That's where we got
- 11 it, isn't it?
- MS. SPAGNOLI: So, you know, when they
- 13 go to look at a label, you know, as compared to
- let's say a PCO, you know, they're not looking
- 15 at it from that standpoint. So, I think
- 16 that's -- you know, but -- which is why from how
- the consumer's reading the label, I think we
- want to focus on educating them more than, you
- 19 know, them knowing that it's against the law if
- 20 I don't use it this way, because they just --
- 21 they don't seem to have that perception.
- 22 MR. JONES: Steve, and then I think we

22

1 were ready to move on. Is that --2 UNIDENTIFIED MALE: No, Mary Ellen. MR. JONES: Oh, Mary Ellen. 3 MARY ELLEN: Well, two points. 5 of all, Julie, I understood what you meant, but 6 you'd be amazed at how many 7 neighbor-versus-neighbor complaints we get involved in where pesticides are used to get 8 9 revenge on the bamboo or the prize rose bush, 10 where we're forced to try to explain the label. So, I knew you didn't mean -- it's not a primary 11 12 focus of anyone to do consumer labeling 13 enforcement, but we do get involved in that quite a bit. 14 15 And to add to John's concern about the 16 stakeholder or the focus groups, I was part of the consumer labeling initiative initially also, 17 and I would hope that the information we have 18 from that very extensive study we would --19 20 MR. JONES: Bring into this. MARY ELLEN: -- tend to use and bring 21

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into this whole process and build on that.

- 1 MR. JONES: Absolutely. Okay, Steve.
- 2 STEVE: I just have a real quick
- 3 thought here, and this is I guess an alternative
- 4 language that the group is going to put
- 5 together. Is that right? I mean, it's not
- 6 mandatory --
- 7 MR. JONES: They are going to attempt
- 8 to do so and see if we can get a consensus
- 9 around that and bring that to this group.
- 10 STEVE: I was reading the mission
- 11 statement --
- MR. JONES: It's hard to do, let me
- 13 tell you.
- 14 STEVE: When I was reading the mission
- 15 statement, I think that's what it says, so maybe
- that should be changed if we are going to go
- 17 that way in some way.
- 18 MR. JONES: All right, thank you very
- 19 much. And again, it is very important to have
- 20 balance on this. We do have, thankfully, a
- 21 consumer group willing to participate on this.
- I do think it's important to get someone from

- 1 the public -- from the environmental part of the
- 2 public interest community, and we will continue
- 3 to work with a number of you, if not yourselves,
- 4 to help us find someone who meets that criteria
- 5 as well. All right, thanks.
- 6 Okay, back to Marty Monell, who is
- 7 going to walk us through some budget issues that
- 8 relate to, in particular, our discretionary
- 9 extramural dollars in the Pesticides Program but
- is going to give you a broader perspective as
- 11 well. Marty?
- MS. MONELL: Well, I just have to
- share -- I'm standing up here so I can use this
- little pointer that I borrowed, and on the ring,
- there is this picture of Wonder Woman, and
- 16 sometimes I feel like Wonder Woman or I'm
- 17 expected to be Wonder Woman, because I have to
- go get resources -- that's not easy -- and then
- 19 I have to stretch them so that everybody gets
- 20 what they want when they need it. So, this is a
- very appropriate tool for me to have borrowed.
- We're doing the budget presentation a

- 1 little bit differently this year -- a lot
- 2 differently this year. Usually I just sit up
- 3 here and say, this is what we got, this is what
- 4 we spent, and you don't really have a sense of
- 5 the context within which we have to make some
- 6 spending decisions.
- 7 So, I thought what I'd do this time is
- 8 give you a picture of all of the funds available
- 9 to OPP for the fiscal year 2004 for expenditure,
- and then we're going to drill down until we get
- 11 to the level at which field programs and
- 12 discretionary money is available to make
- 13 decisions around.
- So, here you'll see this -- this figure
- 15 right here is the FIFRA -- you know it as the
- 16 maintenance fees. Now, you probably are
- wondering, well, I thought they were able to
- 18 collect \$26 million in '04, and in fact, we
- 19 were, but -- we were only able to collect \$25.9
- 20 million just as a result of the billings, but
- 21 the Agency takes about \$2 million off the top
- for our leasing and utilities, for our buildings

- and services kinds of costs. So, we're reduced
- 2 right away from that. Then we have to set
- 3 million dollars aside in sort of a little trust
- fund pot, if you will, to fund unfunded leave,
- 5 to keep it in reserve in case any of these FTEs
- 6 that are supported in this fund, if they all
- 7 should retire, we have to have a way of paying
- 8 them, and there is no appropriated dollars for
- 9 that purpose. So, right away, we're down \$3
- 10 million, and that's why that figure is a little
- 11 bit less than the \$26 million you may have had
- in your mind.
- 13 This figure right here, for those of
- 14 you that were at the PRIA workshop, you probably
- 15 heard me talking about us collecting \$14 and a
- half million, and yet this is only showing \$5
- 17 million. That's the money that we actually
- 18 spent. The rest of the money is in the fund and
- is collecting interest until such time as we
- need it, and probably we'll be needing it soon
- 21 to cover payroll costs. So, that sort of --
- this is more or less the total headquarter OPP

- 1 funds available to us this fiscal year for
- 2 expenditure.
- 3 MR. JONES: Last fiscal year.
- 4 MS. MONELL: Last fiscal -- yes, sorry,
- 5 thank you.
- 6 So, you will see reregistration, we had
- 7 72.4. That includes our appropriated and the
- 8 FIFRA maintenance fees. Field programs, 13
- 9 million. This figure actually includes this
- 10 \$5.3 million that we collected -- that we spent
- in -- I'm sorry, it includes \$480,000 that we
- 12 spent on the worker protection activities this
- 13 fiscal year.
- 14 This figure right here, other, that's
- 15 actually -- we get about a million dollars for
- 16 Homeland Security efforts. We get -- we have a
- 17 Congressional earmark for Hawaii. That's
- 18 located in that little pot of money. And then
- 19 we have a tiny amount for endocrine disruptor
- work.
- 21 This registration figure also includes
- 22 about -- a little less than \$2 million, which

- through an anomaly of our maintenance fee law,
- 2 we -- there's a little set-aside, a small amount
- of money for fast-track registrations. So, even
- 4 though it's in maintenance fees, it comes for
- 5 fast tracks. And this also -- this figure does
- 6 include the PRIA dollars that were spent other
- 7 than on the worker protection activities.
- 8 So, now you go to the next slide, which
- 9 you'll see are smaller dollar amounts, so that's
- 10 why I went through the litany of how we spent
- some of the FIFRA fund fees and the PRIA fee
- 12 money. This is our actual appropriated fees.
- 13 No FIFRA fund here, no PRIA fund here. And
- 14 again, you'll see that reregistration is the
- 15 highest amount, receives the highest amount of
- 16 appropriated dollars. Registration is this
- amount, other, field. Field you'll see is
- smaller than the first one because of the money
- 19 we spent on the work protection. Next slide.
- Now we're going down into just a little
- 21 slice of the pie from the previous slide, which
- is registration, and that should be funds, it's

- 1 not a separate fund for registration, and of
- 2 that 41.2 million, this is how we spent it. As
- 3 you'll see, salaries, consistent with the
- 4 history of our program, is the largest expense
- 5 in our budget.
- 6 And then working capital fund, that
- 7 funds things like all of your desktop, all of
- 8 our communications stuff, that's taken out, and
- 9 it is a apportioned on a per-FTE basis. So,
- 10 there is no discretion there. The Agency just
- 11 takes it. We're billed for it and we pay it.
- 12 Contracts and expenses, that's about
- 13 5.8 million. As you see, that's -- that is a
- 14 discretionary pot, but we have to use it to
- 15 support our registration activities. So, when
- 16 we -- well, we'll have that discussion after the
- 17 next couple of slides. Next slide, please.
- 18 Thanks.
- 19 Reregistration, again, the salaries is
- the bulk of what we spend the money on, 31
- 21 million almost, and then contracts and expenses.
- 22 Again, this is a kind of a larger percentage

- 1 than the registration contract expenditures, and
- when this -- and contracts and expenses, that
- 3 includes grants. It's all extramural
- 4 expenditures; contracts, grants and interagency
- 5 agreements, which will become important when we
- 6 drill down a little bit further.
- 7 We're on the field program, okay. For
- 8 field programs, this dollar amount right here
- 9 includes \$1.3 million in STAG money. That's a
- special pot of money that gets appropriated to
- 11 us specifically dedicated for funding to the
- 12 states and tribes. Again, we don't have any
- discretion on how that's spent. It goes through
- us and right out to the regions for distribution
- 15 to the states and tribes. So, this is not a
- 16 discretionary pot of money.
- 17 This, again, contracts and expenses,
- we're going to drill down, as I say, further.
- 19 That obviously -- that's the extramural funds.
- 20 This includes IAGs, grants and contracts,
- 21 significantly more than the salaries devoted.
- 22 So, in this particular instance, we use fewer

- 1 employees, fewer federal employees to provide
- 2 services and support to our registration and
- 3 reregistration program throughout the country.
- 4 We use fewer FTEs than we do with the extramural
- 5 dollars. Next slide.
- This is the tricky one, tricky because
- 7 I've not notes all over my paper and you -- just
- 8 to help you sort of see it in the big picture.
- 9 The regional SEE grant, there is a program, the
- 10 Senior Environmental Employment Program that's
- 11 authorized by Congress whereby we can -- we --
- 12 EPA, in particular, can hire retired folks to
- help us with our programs. They're more like
- 14 contractors than they are -- they are definitely
- not employees, but they're more like contractor
- 16 employees than they are any other sort of legal
- 17 entity in our program or in any EPA program, but
- 18 they are -- they're critical in the provision of
- 19 services, both technical and administrative,
- 20 throughout the -- throughout our organization
- 21 and particularly in the regional offices. So,
- we fund a small pot of money to particularly

- 1 support in the regions our field program
- 2 activities.
- This pot of money, the ag initiative --
- 4 the ag initiative actually is only a couple
- 5 hundred thousand dollars in this particular pot,
- 6 and what this does is support the multimillion
- 7 dollar agency strategic ag initiative that is
- 8 basically administered out of Adam's office.
- 9 These are just small little programs that get a
- 10 little extra support from us. The big piece
- 11 here is negotiating with partners -- whoever
- came up with these labels, I don't know -- but
- what it means is any time we give money to
- 14 another state entity or federal entity, it gets
- 15 lumped in with the negotiation with the
- 16 partners.
- 17 So, in this category, we fund SFIREG,
- 18 for instance, to enable them to have their
- 19 meetings, and the largest chunk of this goes to
- 20 USGS to support our work on endangered species
- 21 and groundwater activities.
- 22 Environmental Stewardship Program,

- 1 \$500,000 -- a little over 500,000 of this is
- 2 STAG money, again, and again, not discretionary
- 3 to our use. It goes to the regions and then out
- 4 to the states and tribes. The rest of that
- 5 amount, about half of it goes to the National
- 6 Foundation for Integrated Pest Management, and
- 7 the other half goes for risk reduction and is
- 8 going to the American Farmland Trust
- 9 essentially. I'm talking -- there may be other
- 10 little small amounts given out here and there,
- but I'm just talking about the larger ones that
- 12 are representative of the type of activity
- 13 that's funded.
- 14 Travel programs, again, we come into
- the STAG money situation. \$800,000 of this,
- 16 say, million-three is STAG money, again, to the
- 17 regions, to the tribes. Then there's about
- 18 500,000 left that is administered out of FEAD to
- 19 support tribal activities of various natures. I
- 20 believe they have some grant competitions that
- go out to the tribes and other kinds of support
- 22 activities.

22

PBTs, 670,000, persistent biocumulative 1 2 and toxic substances. There's a little -- well, here it's a relatively small amount. 3 Throughout the Agency, a number of years ago, they 4 5 identified a pot of money to be use to do sort of address these chemicals or chemicals with 6 7 this characteristic, and we -- OPP has historically supported about -- that money comes 8 to us as PBT money, and we have historically 9 supported about \$500,000 worth for dioxin work 10 11 at our lab at Bay St. Louis. 12 Groundwater and endangered species, as we see here, it's a relatively small amount of 13 It mostly reflects the fact that a lot 14 money. 15 of the work is done up here in the negotiating with partners area. So, it looks small there, 16 but in fact, the effort is large and getting 17 18 larger. Worker protection, a million and a 19 20 half, a little over a million and a half. main activities here are funded through 21

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cooperative agreements, and those are basically

1 assistance agreements that enable EPA to take an 2 active role in the design of the program that's being supported with this assistance funds, and 3 one of the major initiatives that we funded was 4 5 health care providers initiative, and the other is pesticide safety program for handlers, ag 6 7 workers and health providers, and so that's the bulk of the million-five spent here. 8 9 The certification and training, other, 10 these are, again, funding things such as CAS, which is the Council for Aq Science --11 12 (End tape 4-B.) 13 MS. MONELL: -- and Materials Force, and then right here we have the certification and 14 15 training, and this is PSEP, the Pesticide Safety 16 Education Program. This is -- the whole million-two is given to the USDA by way of an 17 interagency agreement to support the county 18 extension service training programs, and this 19 really is the area that you're going to -- we're 20 going to hear about in the next presentation 21 22 where we are doing a program review, and we have

- 1 experienced some difficulty in maintaining
- levels of funding over the past couple of years,
- and which I believe we bring in to you for some
- 4 further discussion and advice.
- 5 And I think I've got one more? Yes, I
- 6 do.
- 7 Okay, this is our '05 outlook, and this
- 8 is basically just sort of for your information.
- 9 You've read it -- read about it in the paper,
- 10 probably heard -- you can't see it?
- 11 UNIDENTIFIED MALE: Not well, no.
- MS. MONELL: Well, it's on your paper.
- 13 It should be the last --
- 14 (Laughter.)
- MS. MONELL: All right, well, here we
- 16 go. All right, for the '05 President budget
- 17 request, '05 President budget request is \$141.9
- million, \$142 million we requested through the
- 19 President's budget, and then the three major
- 20 components of that, reregistration, tolerance
- 21 reassessment, 60 million; registration, 45
- 22 million; field programs, 13 and a half million.

1	You've heard about the House markup,
2	the House Appropriations Committee had a markup
3	recently, which essentially took \$6.1 million
4	out of our reregistration/tolerance reassessment
5	program. That's just at the report stage now.
6	There's been no full action on that. And then
7	the Senate markup takes out \$6.4 million from
8	our reregistration program, 2.3 out of our
9	registration program and 2 million out of our
10	field programs. We don't know yet what the
11	final picture is going to be in this area.
12	Needless to say, we're concerned. This is going
13	to be very difficult to continue the progress
14	that we have made in a number of areas.
15	This figure right here for
16	reregistration actually includes in the '05
17	President budget a bump-up request. We
18	requested an increment in that particular
19	figure, because as we're coming into the
20	statutory deadlines, we knew we were going to
21	need additional funding, and we thought it
22	appropriate to ask for the extra resources.

Т	At this point, we're still marching
2	ahead. We're still keeping all of our schedules
3	and commitments, and that is our intention, but
4	it's just not going to be made easier by this
5	budget picture.
6	Anybody have any questions?
7	MR. JONES: Well, before we open it to
8	questions, I just want to say that we have over
9	the course of the PPDC periodically brought you
LO	our budget picture, and I it was reminded to
11	me when we had the conversation the last time
L2	around PSEP funding just how important it is for
L3	all of you to periodically see what the picture
L4	looks like. It's hard for you to make informed
L5	judgments if you don't have the information that
L6	you need, and so, it was a good reminder for me
L7	that we need to periodically bring before this
L8	committee, this is how we as a program are
L9	spending the people's and the people's
20	dollars, which includes not just taxpayer
21	dollars but also fee dollars that we collect in
22	this program. So, that was basically what we

- 1 wanted to achieve. So, I just wanted to remind
- folks that we are committed to doing this on a
- 3 periodic basis. This certainly seems like a
- 4 logical time to do it given where we are in our
- 5 current fiscal year.
- 6 Caroline?
- 7 CAROLINE: Does this appear to be a
- 8 lack of acknowledgment of what we worked out in
- 9 PRIA?
- 10 MS. MONELL: No. The good news is that
- 11 neither of these numbers come close to the
- 12 programmatic budgetary bottom line that we have
- to maintain under PRIA. In other words, we will
- 14 be able to continue to collect the fees because
- both of those provide us with sufficient
- 16 appropriated funds.
- 17 MR. JONES: It might be in spirit but
- 18 not in law.
- 19 MS. MONELL: Right.
- 20 MR. JONES: I think Ray was next.
- MR. McALLISTER: A couple of questions.
- Is it my understanding that the figures you're

- 1 showing us here on this slide don't include any
- of the fees that are collected?
- 3 MS. MONELL: Correct, only the first
- 4 slide included a certain amount of fees.
- 5 MR. McALLISTER: Okay, the second
- 6 question deals with the chart on the field
- 7 programs, contracts and grant funds. I noticed
- 8 some of the folks around the table furiously
- 9 trying to scribble in all the names of those
- 10 programs. I gave up.
- Do you have a list perhaps on your web
- 12 site of -- a concise list of those various
- projects and programs and grants and contracts?
- MR. JONES: No, but we could provide
- 15 the committee with a further breakdown.
- MS. MONELL: Um-hum.
- 17 MR. JONES: Allen?
- 18 ALLEN: Yes, I -- I'm sorry. In the
- 19 field programs area this year at \$12 and a half
- 20 million, if I look at your projection for next
- year, based on the three different groups, if
- there were a reduction to, let us say, something

- in the range of the 11 and a half million down
- 2 from the 12 million and a half -- am I reading
- 3 that correctly, that this year there was 12 and
- 4 a half million for field programs?
- 5 MS. MONELL: Correct.
- 6 ALLEN: And next year, even though you
- 7 recommended 13 and a half, it may be as low as
- 8 11 and a half if the Senate were to prevail?
- 9 MS. MONELL: Correct.
- 10 ALLEN: How would that reduction be
- 11 applied to your chart?
- MS. MONELL: Well, that's exactly what
- our dilemma constantly is, why we're showing
- this to you, so you would understand and
- appreciate kind of the tough decision-making
- 16 activities that we have to go through year-in
- 17 and year-out.
- 18 MR. JONES: Erik Nicholson.
- 19 ERIK: Forgive my ignorance on this,
- 20 but it's helpful I think preceding our next
- 21 discussion. I'm struck by the amount of money
- that is allocated for registration and

- 1 reregistration and struck by how little is
- 2 actually allocated to make sure that the
- 3 provisions and limitations you all put in place
- 4 through the registration/reregistration process
- 5 are actually complied with.
- 6 So, I mean, in kind of I guess vulgar
- 7 labor terms, it seems like we're fighting over
- 8 chump change here. So, I'm just curious, why is
- 9 that?
- 10 MR. JONES: Well, I think that the
- 11 Agency has historically felt that its primary
- 12 responsibilities were related to the licensing
- 13 activities that we're charged with under the
- 14 statutes, which the fundamental charge. The --
- 15 what we do not include in here is the
- 16 enforcement budget, that is part of the Agency's
- 17 enforcement budget as it relates to pesticides,
- and we certainly don't include the programs that
- 19 are undertaken by the states, whereby under
- 20 FIFRA the primary -- the (inaudible) for
- 21 enforcement around use is provided. So, those
- 22 resources, which are certainly governmental but

- 1 are not federal, are not included in what EPA
- 2 presents as its -- the government resources
- 3 brought to field oversight, if you may, of the
- 4 licensing decisions that we make.
- 5 MS. MONELL: Erik, if I may, also,
- 6 these charts only include headquarters
- 7 appropriated dollars. There is a whole other
- 8 pot of money that goes to the regions to support
- 9 our registration and reregistration in the
- 10 field, and just for the sake of not confusing
- 11 everybody, I didn't include it in these slides,
- 12 but -- Doug, do you happen to know off the top
- of your head what that pot of money is?
- 14 DOUG: I don't off (inaudible.)
- MS. MONELL: Okay, we can get you that
- 16 money if -- that amount if you would be
- 17 interested, but --
- 18 ERIK: No, just the one thing I hear
- 19 constantly from the state agencies is that they
- don't get enough money to do these inspections.
- 21 So, it was just telling to see \$92-\$93 million
- going for registration and reregistration and,

- what, a million and a half to worker protection?
- 2 It just seems out of whack.
- 3 MR. JONES: Amy?
- AMY: Well, to follow up on that, I
- 5 really don't think that you can show that you're
- 6 protecting -- that you're carrying out a mission
- 7 if it stops at the -- sort of the front-loaded
- 8 point. What we've been talking about most of
- 9 the day today is front-end stuff. When you
- 10 carry it out to the field and you have people
- 11 there who are actually implementing the
- 12 directions on those labels, hopefully they have
- 13 read them, but if you haven't had the education
- 14 process ahead of time to help them understand
- what, why, how, you really aren't carrying it
- through, and for instance, when you talk about
- 17 global harmonization, now that's under your
- 18 registration, right, because that's -- that's
- 19 not under registration, that's in field
- 20 operations? We talk about -- I guess I don't
- 21 know where that is, but that cuts across the
- 22 whole Agency, and there needs to be a cost of

- 1 education built in across the board for actually
- 2 implementing the things that EPA regulates and
- 3 tries to have implemented, because the end
- 4 point, the end use, is if the person out there
- 5 using the pesticide can't do it correctly, you
- 6 haven't achieved the goal that we all want to
- 7 accomplish.
- 8 And I also have a question, Marty,
- 9 about the STAG moneys. Did you say 1.3 million
- 10 altogether?
- 11 MS. MONELL: In the field program,
- 12 right.
- 13 AMY: Well, maybe this includes -- I
- 14 recognize that doesn't include the --
- MS. MONELL: That's headquarters only,
- 16 headquarters only.
- 17 AMY: Headquarters only, okay.
- 18 UNIDENTIFIED MALE: Yeah, the STAG
- 19 money is actually about 13 million all told, and
- there's another 13 million from OECA.
- MS. MONELL: Nineteen. More than that,
- 22 19.

1	UNIDENTIFIED MALE: NINeteen.
2	AMY: So, I guess that brings up the
3	question, then, if some comes from the regional
4	sources down into the STAG programs, why would
5	that not be appropriate to do for pesticide
6	safety education programs as well if it needs to
7	come from there, if it has to come from
8	somewhere?
9	MR. JONES: I'm sorry, Amy, ask that
10	question again.
11	AMY: I guess if you can get it if
12	there's some money that goes into STAG from the
13	regions, right, the other half of what the state
14	lead agencies do is at least as it comes to
15	CNT and well, things that I think of as CNT,
16	but they are not clearly for restricted use
17	pesticide applicators, but GHS education,
18	endangered species education, worker protection
19	education, groundwater protection. Why is there
20	not a possibility of having the money come from
21	the regional programs as well into the Pesticide
22	Safety Education Program if there's a problem

- 1 with aggregating those funds?
- 2 MR. JONES: The money can -- could move
- 3 that way. Now, changes in the dollar size is a
- 4 different question, but how it gets there,
- 5 that's certainly a possibility. But the amount
- 6 that's allocated to it I think would involve a
- 7 much different discussion in the office.
- 8 AMY: I guess it's -- perhaps it's just
- 9 that I'm the only one confused, but if 1.3
- 10 million comes it the stags from headquarters and
- 11 that's the only thing showing in this budget,
- 12 but there is how much did you say that comes
- 13 from the regions as well? So, there's a
- 14 difference in the dollars, I guess.
- 15 UNIDENTIFIED FEMALE: I actually think
- 16 we are going to confuse all of ourselves
- 17 further. I think we actually should give you a
- 18 little more precise information about the flow
- 19 of the STAG funds. If I'm remembering correctly
- from our Office of Enforcement and Compliance
- 21 Assistant, it's roughly 19 million total that
- 22 gets disbursed as STAG funds through our

- regional offices that would -- some portion of
 which would end up with Mary Ellen or Dennis and
- 3 the other 48 states.
- 4 OPPTS provides STAG moneys that are
- 5 kind of -- I think of it as the complementary
- 6 program development piece, but it's more in the
- 7 range of \$12-13 million, Marty --
- MS. MONELL: Um-hum, um-hum, um-hum.
- 9 UNIDENTIFIED FEMALE: -- as STAG money?
- 10 MS. MONELL: Correct.
- 11 UNIDENTIFIED FEMALE: And it actually
- 12 never comes or flows through OPP at all. It
- goes from our assistant administrator's office,
- 14 Adam's level, out to our regional offices for
- disbursal to the states again. So, Dennis and
- 16 Mary Ellen get funding from sort of two sources.
- 17 And then there is some additional STAG
- 18 money that goes directly to the regions, and
- 19 there's some other STAG money that's in the
- 20 field program's budget that gets spent, for
- 21 instance, on some tribal activities.
- The total amount is the same, you know,

1 sort of whatever pot you put it in and however 2 you flow it out to the world, and in fact, I think a lot of that STAG money actually does, 3 one way or the other, get used for various kinds 4 5 of training and education programs, whether or not they're part of the official PSEP program, 6 7 but I think it might actually help to sort of see those a little more precisely than this 8 verbal description, how that -- how that works. 9 10 MR. JONES: Rebeckah? REBECKAH: To build on what Ann has 11 12 said, I think my request was going to be before you're responding is if we can maybe see --13 maybe not to the extent of the detail -- thank 14 15 you, Marty, very much, for presenting the budget 16 this way. I think it's much more user friendly for those of us who don't do this to your level 17 of detail on a regular basis, but maybe if we 18 could get some general information, some general 19 breakdown of the money that goes to the regions 20 and also what may be in OECA's budget that you 21 22 can attribute to the activities that support

- 1 what you do in OPP. I think that would be
- 2 helpful --
- 3 UNIDENTIFIED MALE: We can do that.
- 4 REBECKAH: -- both to the folks who are
- 5 concerned about enforcement and the ones that
- 6 are concerned about training, you know, just
- 7 sort of under those general guidelines, what we
- 8 can attribute in addition to what you do out of
- 9 the headquarters office, that would be helpful.
- 10 MR. JONES: We can do that.
- 11 Anything else? Pat?
- 12 PAT: Jim, can you give us a feel for
- 13 the FY '06 submission?
- MR. JONES: No.
- 15 PAT: I thought it was worth a try.
- 16 MR. JONES: Pat, who has worked at EPA
- 17 for some time, knows that we are prohibited from
- 18 discussing the budget development --
- 19 PAT: Well, I thought you might just in
- general terms, you know, kind of ballpark it.
- MR. JONES: You and the rest of the
- 22 world will learn in February when the President,

1

21

22

2 the Congress. Okay, well, we are going to 3 MR. JONES: take a 15-minute break now, and if we could all 4 be back by 25 after, we'll start our next 5 6 session. (A brief recess was taken.) 7 MR. JONES: -- in here. 8 (Multiple conversations.) 9 10 MR. JONES: All right, we -- I'm sure most of you recall, we had a rather lively 11 discussion around our Pesticide Safety Education 12 13 Program at the last PPDC, and since then -well, what we committed to at that time, and we 14 15 are going to follow up -- live up to that 16 commitment this afternoon, was to engage in a program review around the PSEP program, and this 17 afternoon Bill Diamond from OPP's Field and 18 External Affairs Division, the director, is 19 20 going to walk you there you that, and Burleson

whoever that person is, reveals the budget to

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Smith, as you all know, from the USDA is also

going to make some comments, as USDA has been

- very active in this review with us.
- So, with that, I'll turn it over to
- 3 Bill.
- 4 MR. DIAMOND: Thanks, Jim. Good
- 5 afternoon.
- 6 Marty started off her remarks by saying
- 7 that she feels a little like Wonder Woman
- 8 because she's got the impossible task each year
- 9 of getting us money and then trying to keep
- 10 everybody happy. I'll grant you that that's a
- 11 very hard job, but it's not impossible. What
- 12 the Red Sox did the last four nights is
- impossible, and being from Boston, I'm very
- 14 happy that that's it, but it puts the rest of
- our work a little bit in perspective. But it
- also makes the point that the job's not done
- 17 yet. We have still got the weekend to get going
- 18 here.
- 19 As Jim mentioned, at the last PPDC
- 20 meeting this spring, there were some concerns
- 21 expressed about the funding level for the
- 22 Pesticide Safety Education Program. We

- 1 described that we were planning to engage in a
- 2 comprehensive program review that dealt not with
- just funding but how it fit overall in terms of
- 4 the goals and the mission.
- What I'm going to try and do here is
- 6 spend a little time bringing you up to speed on
- 7 what it is that we did, where we are in that
- 8 process and where we hope to go in it, and some
- 9 of the initial comments that we're hearing back
- 10 from the stakeholders who participated in that
- 11 process, and then I'll turn it to Burleson to
- 12 address some of the immediate USDA fiscal
- management issues that people asked us to talk
- 14 about, and then we will throw it open for
- 15 questions, comments or other issues.
- 16 If you look at why we're undertaking
- this, although the funding aspect was the most
- immediate pressing concern of why we thought it
- 19 was important to take a look at this program, it
- wasn't the only one. Just as a matter of good
- 21 management practice, you ought to be having
- 22 periodic comprehensive reviews of operations,

- procedures, effectiveness and goals. So, we thought it was timely to do that. There's
- 3 also -- there was a recognition of the changing
- 4 nature of the work and the demands, and that
- 5 raised questions about the implications for the
- 6 national training efforts comprehensively. And
- 7 then finally, as we all know, there's greater
- 8 attention to the need for accountability in all
- 9 of our programs and what the results are buying
- 10 for the money invested in terms of public funds,
- and we wanted to see what the implications of
- that was for this particular program as well.
- 13 The goal that we set out for ourselves
- was to try to assemble a range of practitioner
- 15 perspectives on a whole range of concerns that
- 16 would basically be the means to inform our
- 17 decision-making for what directions or program
- 18 modifications or changes we ought to make in the
- 19 future. It wasn't limited just to the funding.
- 20 If you're looking at funding just in isolation,
- 21 we don't think you get a high-value discussion.
- 22 Funding's only important in terms of what the

- 1 goals are that you're trying to reach, what
- 2 you're trying to produce, the vehicles, how you
- 3 can be as efficient as possible. So, although
- 4 it's a cornerstone of what we're trying to look
- 5 at here, we tried to set it in a broader
- 6 context.
- 7 If you look at the basic program
- 8 purpose here in terms of what the context is
- 9 broadly, EPA establishes by national standards
- 10 for certifying applicators for restricted use
- 11 pesticides. That's administered through state
- 12 and tribal regulatory agencies.
- 13 Effective training is a key means,
- 14 although not the only means, to ensure that
- applicators are competent in carrying out their
- 16 responsibilities there. There's a wide range of
- 17 training approaches, forms, service providers
- and sources. Historically, this aspect of the
- 19 program, the PSEP aspect, has been a critical
- 20 component of that entire approach.
- 21 Laid out there, as we discussed the
- last time, the ranges of funding that's been

- 1 available over the past 30 years. It's gone
- 2 from a low of 700,000 to a high of 5 million,
- 3 until just the last couple of years, it had
- 4 relatively stabilized at 1.88 million. Those
- funds, as Marty pointed out, are part of OPP's
- 6 discretionary extramural funds that come to us.
- 7 They are not an earmark, they are not a
- 8 set-aside, and they are not STAG fund money.
- 9 The assessment process that we went
- 10 through was to try to maximize the input. We
- 11 wanted to make sure that everybody was as
- informed as possible. Again, we weren't looking
- for any consensus here. We weren't looking for
- 14 specific recommendations. We saw it more as an
- exercise to try and identify issues and problems
- and provide data for us to deliberate on here.
- 17 Given that, we thought it should not
- 18 only have a diverse range of practitioner
- 19 representatives -- and I say practitioners
- advisedly here, people who are involved with the
- 21 intimate details of everything from the
- operational movement of the grants to the

- 1 recipients of the training to the providers of
- 2 the training and those types of things. So,
- 3 people who are basically experts and already up
- 4 on the learning curve here, as a means of
- 5 gathering the fundamental data.
- 6 We distributed to them some fundamental
- 7 background information to get everybody up on a
- 8 level playing field. We held two discussion
- 9 meetings basically to try to identify what the
- 10 assessment needs areas were that we ought to try
- and gather some information on, and then
- 12 together, decide what the critical questions
- should be that we are trying to ask for input on
- 14 so that everybody understands what it is and
- there's not misconceptions in terms of, oh,
- 16 gees, I thought what you were asking was
- 17 something else. So, we spent a little time on
- 18 that.
- 19 The product of this would be a
- 20 compilation of the perspectives, give a little
- 21 background and history of the program and
- training and how it fits in the national program

- in a report; maybe give a summary of -- for each
- of the critical questions of the range of
- 3 perspectives that we've heard; and then attach
- 4 as the bulk of it the actual input and responses
- 5 we've got from the participants.
- 6 The stakeholder groups that were
- 7 involved were fairly diverse. You can see the
- 8 list of the people there. We think they
- 9 represented the major people that are involved
- in the -- in receiving the training, providing
- 11 the training, funding the training. There's a
- 12 fairly -- we had a good group in terms of
- 13 experts who did participate, so we appreciate
- 14 the time that was spent. As you can see from
- some of the names, it was a fairly opinion
- 16 natured and outspoken group. We didn't have any
- 17 shrinking violets. So, we think we had a good
- 18 exchange of information.
- 19 We -- at the two-day sessions, there
- 20 the discussions I think I could characterize
- them as both engaged and energized, and I think
- 22 it put a fine point on some of the issues that

- we had so that people could see the different
- 2 perspectives in some of the areas that we'll be
- 3 talking about there.
- 4 In terms of the time line, since what
- 5 we are trying to do is not come to a final
- 6 conclusion or a consensus or any agreed-on
- 7 recommendations there, we thought a short time
- 8 frame was appropriate, and I think we've
- 9 succeeded in that. We started this process
- 10 right after the last meeting that we had here.
- 11 We had our first meeting in July. Coming out of
- that meeting, people requested some additional
- 13 information on current situations and members
- 14 and statistics. We tried to provide that to
- people, although in some of these areas there's
- a dearth of information in terms of anything
- 17 from actual members of people trained to some of
- 18 the definitions of what we mean in terms of some
- 19 of the potential audiences here.
- We had a second meeting to go over that
- information and basically to refine everybody's
- 22 understanding of what we were asking for when

- 1 they submitted their information. Toward the
- end of September, we distributed the critical
- 3 questions. We gave people a fairly short
- 4 turn-around to answer those things, and we
- 5 understand that it's short, but given the
- 6 discussions that we had and how well we think
- 7 people understood those questions, we think it
- 8 was appropriate.
- 9 We have received input from most of the
- 10 people, and we will go over that a little bit,
- some of the initial reactions that we've heard.
- We'd promised that we would have this update at
- this meeting, and then the next steps would be
- 14 to compile the submissions to try and analyze
- for common threads or themes or where there's
- 16 real diversity of opinion, put them together in
- 17 a summary report, and then use that as a piece
- of information to inform decisions, process
- 19 changes and priorities in the future.
- 20 In terms of the areas that we were
- looking at, we wanted to throw a broad net,
- 22 because we think all of these areas are

- 1 connected. You can't measure success if you
- don't have agreement on your missions and goals.
- 3 It's hard to determine process efficiencies if
- 4 you're not sure what exactly the priorities are
- 5 that you're trying to achieve. So, we hopefully
- 6 thought that there was a thread through these
- 7 questions that would allow people to give the
- 8 full range of opinions on the issues that we
- 9 wanted to express them on and provide whatever
- 10 supportive data to inform our future
- 11 deliberations as possible here.
- 12 We started at the strategic, the --
- what's the program mission in terms of is the
- 14 mission clearly understood by all critical
- stakeholders. Hopefully that's a easy part of
- 16 the questions here, but when you get down to the
- 17 subquestions in terms of what is the scope of
- 18 our national training of applicators, what
- 19 should it be, is it broad enough, is it
- 20 consistent with the statute, and is it
- 21 consistent with evolving program needs, it's not
- as easy as it might be on first blush.

1	In terms of program activities, you
2	move from the strategic to the tactical in terms
3	of what's actually going on. Is it the
4	appropriate activities to try and meet those
5	long-term needs, however they're defined? And
6	then, how gaps might exist, and then, what
7	should be the different roles of different
8	partners, were all something that we invited
9	comment for under that broad thing.
10	Program accountability, we set up a
11	separate question for that in terms of what is a
12	good, clear, meaningful measure of success and
13	how do we try and do that without undue burden
14	on people, given the amount of money that's
15	available out there. So, we asked for some
16	ideas on this. This is an area where a lot of
17	people were engaged on. There were not any
18	clear answers but an appreciation that it's an
19	area that we all have to continue to work on.
20	The other questions got down to program
21	operations in terms of are we being as effective
22	and efficient as possible, are there things that

- 1 we can do to improve the management of the funds
- that we have available, the coordination between
- 3 the state lead agencies and the training
- 4 providers, are there other resources that ought
- 5 to be availed of or are they even possible to do
- 6 that? So, that's the area where the resources
- 7 should fit into the larger scheme of things.
- 8 Then we asked a catch-all question in
- 9 terms of the future direction. A lot of times
- 10 you focus in terms of what you've done wrong or
- 11 what you want to do looking backwards as opposed
- 12 to looking ahead. So, we wanted to at least
- have the perspective looking both ways there,
- and that's why we framed the question that way.
- 15 Then we just put in catch-all other question in
- 16 case there were other comments that people
- 17 wanted to make that we hadn't hit upon. So,
- 18 that was the framework that we established for
- 19 trying to put out the questions there.
- 20 As I said, the project is still a work
- in progress. We haven't received all of the
- 22 responses yet. We expect them in the -- in a

- 1 matter of days. For the ones that we have
- 2 received, we've just received them, so we
- 3 haven't compiled them or analyzed them
- 4 thoroughly yet. That will be a future step.
- 5 The next couple of slides, I would like
- 6 to give you a flavor for some of the initial
- 7 thoughts of what we heard and also some of the
- 8 nature of the discussions that we had at the two
- 9 meetings.
- 10 Starting with the first one in terms of
- 11 the program mission there, we -- after the
- 12 discussions at the first meeting, we put out a
- 13 straw man mission statement that you see up on
- 14 that chart there just as a means to sharpen and
- focus the comments we're getting in, and that's
- 16 not to say that everybody agreed on it yet, but
- 17 the notion of given where we are today at the
- 18 start of the 21st Century, that the focus of
- 19 training needs as opposed to just restricted use
- 20 applicator needs, is fairly broad and very
- 21 different from when the program started, and get
- 22 an appreciation of that, and that through a

- 1 combination of work of all of us that we ought
- 2 to try and make sure that we immediate those
- 3 needs. We have to define rules, have to define
- 4 responsibilities and funding capacities, but
- 5 that to help contribute as training should to
- 6 the overall goal of safe use of pesticides, that
- 7 was something that ought to be looked at more
- 8 broadly these days than narrowly.
- 9 In terms of the scope of the program --
- 10 now, I am not going to go through each one of
- 11 these things. I think if you look at the
- thumbnails that we've put here, it will give you
- a sense of the range of issues we're hearing.
- 14 You'll obviously have an opportunity to review
- the report when we assemble it, but I think I'll
- 16 hit on a couple of these things, because it
- 17 might inform some ideas of where you'd like to
- 18 point us in the future if you think that's
- 19 appropriate.
- There was a dichotomy in the initial
- 21 responses that we've just looked through in
- terms of what the appropriate range should be.

- 1 Some people thinking that the training focus or
- 2 mission, particularly driven by the Federal
- 3 Government, ought to be narrower rather than
- 4 broader, restricted use and up-front
- 5 certification as opposed to recertification,
- driven in part by where the expertise is by the
- 7 recognition of a limitation on funds.
- 8 Other people thought that we ought to
- 9 look more broadly at a range of training
- 10 activities, not focused necessarily just on
- 11 restricted use, not focused necessarily even on
- just general use, but broader ranges of
- 13 education activities there. And I think you'll
- see as we go through, this theme kept emerging
- again in terms of the tension there between what
- the real responsibilities ought to be.
- 17 There was also -- as the last bullet
- 18 points out there, a sense that there's some
- 19 tension there between a need for national
- 20 consistency and direction, so we get focused on
- 21 some of what we consider collectively as the
- 22 highest priorities, versus the need for. We are

- 1 not all in the same boat here and that there
- 2 ought to be some flexibility and don't constrain
- 3 states or others in the field to deal with
- 4 problems that may be more localized than
- 5 national.
- 6 In terms of the statutory and
- 7 regulatory things, the consistency with that,
- 8 again, the answers we've seen so far seem to
- 9 come at the scope issue, just from a different
- 10 direction there, the tension between restricted
- 11 use pesticide applicators versus the notion --
- 12 (End tape 5-A.)
- MR. DIAMOND: -- the notion that needs
- have changed, they've evolved, and that they
- 15 create new demands that ought to be addressed by
- 16 the training component. We shouldn't narrowly
- 17 restrict ourselves.
- 18 The only point I'll mention on the
- 19 bottom of this page in terms of the needs was a
- 20 comment as well that there should be a
- 21 recognition, not just by EPA but all of us, that
- the program's evolving, not just because of the

- 1 interests in program growth but real different
- demands than anybody considers historically, and
- 3 that although those demands are being layered on
- 4 top of our training providers, that there hasn't
- 5 been a commensurate increase in funds as we've
- 6 done that.
- 7 As we move from the strategic goals to
- 8 the program coverage, we asked about current
- 9 activities and gaps. One of the comments that
- 10 we heard was who's the audience here? What
- 11 should the audience be? Should we, again,
- 12 up-front certification of restricted use
- applicators or much broader, occupational uses,
- 14 an area that people thought that training was
- not what it should be and that there may be,
- therefore, some gaps in terms of risk
- 17 protections as a result of that.
- In terms of the providers, the question
- 19 was the -- what's the best mix of providers.
- 20 There's a recognition that there is no single
- 21 provider. States provide some. PSEP is
- 22 obviously a component. Industrial groups

- 1 themselves, trade associations, provide
- training, and questions of if you're looking for
- 3 efficiencies, shouldn't we all coordinate on
- 4 clarifying roles and responsibilities, joint
- 5 development of materials might be altogether
- 6 some efficiencies for everybody's limited funds,
- 7 and maybe there ought to be some more done
- 8 there. And again, I suspect we'll get a range
- 9 of comments on that issue as well.
- 10 In terms of this slide, on the second
- one here, the only one I'm going to mention and
- 12 highlight is the mechanisms one. There was a
- 13 lot of discussion or interest around exploring
- the potential for emerging mechanisms, where
- appropriate, not that people aren't already in
- terms of things like online training or taking
- advantage of the internet and other new tools.
- 18 People are experimenting with that, but again,
- in terms of reaching certain audiences, that
- that may have some potential for efficiencies
- 21 there.
- 22 Several people did mention a caveat in

- 1 terms of you have got to be careful of going
- 2 down that path of appreciating what your
- 3 audience is, that not now and probably not for
- 4 the foreseeable future some of these people are
- 5 not going to be having that as an avenue that
- 6 they can access or even that that's the best way
- 7 to reach these people and to have efficient
- 8 training, and that explains another I guess
- 9 tension that we're going to have to deal with
- 10 together.
- 11 The third question of program
- 12 accountability, this was one that we had some
- 13 very, very energized discussions on. There was
- 14 surprising agreement on the general thing.
- 15 Everybody agrees that there ought to be
- 16 accountability. It's when you're the one that
- 17 has to be accountable that we started to diverge
- 18 a little bit in terms of who should be
- 19 accountable.
- 20 I thought this was an issue focused out
- 21 to our providers somewhat, but people mentioned
- 22 that EPA's a little -- ought to be a little

- 1 accountable as well. So, we quickly moved on to
- 2 the next question.
- 3 But the notion of accountability I
- 4 think was something that there wasn't
- 5 disagreement on. Everybody appreciates that
- 6 even where there's not a federal funds or state
- 7 funds or public funds involved here, that when
- 8 you're reaching people and trying to reach them
- 9 in a small sliver of time to improve their
- 10 capacity, that you've got an obligation to do it
- 11 with value added and accountability in terms of
- the time constraints you're putting on them as
- 13 well.
- 14 It is difficult when you get down to
- the specifics in terms of if you're trying to
- 16 measure accountability nationally in terms of a
- 17 budget demand from an Office of Management and
- 18 Budget or the Hill, that's a very, very
- 19 different, global type of accountability than
- 20 day-to-day accountability in terms of how
- 21 effective an individual is in teaching a class,
- for example, and that's an area where I think

- 1 there was probably not as much specificity,
- 2 although we'll see what the answers are in terms
- of recommendations, for here are some things
- 4 that really work, but a commitment that together
- 5 we ought to do a better job. It's part of our
- 6 responsibility and it's part of how we should be
- 7 judging ourselves, much less other people
- 8 outside.
- 9 And the fourth question of program
- 10 operations and management, the issue was there's
- often different perspectives on how publicly
- 12 funded programs can be most efficient and
- 13 effective. There were comments in terms of the
- 14 management of the grants, which is one of the
- things that got us started here, several
- perspectives in terms of we ought to maintain
- 17 the current system of EPA/USDA system of funding
- grants to PSEP, but just try and make it more
- 19 efficient, to there were comments on the other
- 20 end that we ought to look at and examine
- 21 alternative funding mechanisms, perhaps through
- 22 state lead agencies as well. So, we are going

- 1 to have to see the types of information we've
- 2 got on that, but there is a range of
- 3 perspectives there.
- 4 The notion of coordination between
- 5 state lead agencies and the providers, whoever
- 6 they are, is something that people thought was a
- 7 good thing. People also recognize that there's
- 8 some areas that people are doing a very, very
- 9 good job on that, and there's some other people
- that are not doing quite a good job, and how to
- bring the people up to the minimal acceptable
- level was kind of the focus of the discussion,
- and is it one laggard or is there a bunch of
- 14 different laggards, and there were different
- opinions on that, and there's no firm data on
- it, but I think a recognition that this is
- 17 something that requires attention. How do you
- 18 go about that in terms of mandatory grant
- 19 conditions or just advising or talking to people
- or something, we're hearing different things.
- In terms of the -- as I said, the
- funding, we didn't want to focus solely on

- 1 funding in isolation, but it was an area that we
- 2 spent a lot of time and had some good
- discussions on in terms of who should be
- 4 providing money, who should get the money, what
- 5 the levels should be. You can see some of the
- 6 different perspectives up there, and if you do a
- 7 quick scan, everybody ought to be paying, and I
- 8 think the last point is that maybe we all ought
- 9 to try and have partnerships in paying. It's
- 10 everything from EPA ought to be funding a base
- amount of money that leverages as it does other
- 12 people to charging fees, but the fees shouldn't
- 13 be the sole source, to fully sustainable
- 14 programs to USDA increasing their funds to
- associations paying them. So, we heard it all
- there, and I think it's an appreciation that
- 17 everybody understands how tough a nut this is
- 18 going to be to crack there.
- 19 In terms of the last one, the future
- 20 directions, it's, again, kind of -- we hoped to
- see if there was any common threads and give
- 22 people an opportunity to give us some

- 1 suggestions on that or just their perspectives.
- 2 It broke out a couple of things, is that there
- 3 is -- the long term is not very long term if you
- 4 don't have funds to run your program today. So,
- 5 we broke it up in terms of you're not going to
- 6 get to the long term if you don't deal with the
- 7 short-term problem, but at least you're looking
- 8 forward.
- 9 The bullets under the short-term
- 10 perspectives that we heard already is that there
- were some comments that we ought to at least try
- to stabilize the funding now, at the historical
- 13 \$1.9 million level, so that we could then
- 14 provide services while we're looking at these
- 15 longer term issues. Some general comments in
- terms of some immediate changes you might be
- 17 able to do, is coordinate programs and materials
- 18 nationally. There is no reason why people
- 19 should be recreating them in every different
- 20 state, get some efficiencies there. Centers of
- 21 expertise might help in some areas, so there's
- some hopefully very valuable suggestions there.

1	And then again, people again brought
2	back to the notion of, well, let's deal with the
3	accountability measures issue in terms of
4	develop them in the near term, not just for
5	ourselves, because if we don't, the outside
6	forces demanding those from us may take the
7	issue away from us in terms of the availability
8	of funding at all. And then the longer term
9	notion of trying and pick some activities to go
10	after, try and address them, but also maybe try
11	and gather a little bit more data in those areas
12	where we're still deficient in those areas.
13	And then the catch-all one that we
14	heard just to give people an opportunity for
15	anything else they added, we did have a lot of
16	things that we've heard yet, but there was a
17	sense of despite maybe some disagreements on the
18	underlying details of how we run the program or
19	how you move grants or who should be providing
20	it, that there was a uniformity or a universal
21	sense of this is a very, very valuable,
22	important part of the program. That's why it's

- 1 been critical for the last number of decades.
- 2 People don't see that as slacking off with the
- 3 increasing complexity of the programs and the
- 4 mission creep, that it is very important, and so
- 5 it's worth all of us paying some attention and
- 6 jointly trying to solve the problems there, and
- 7 I think that's something that we've heard in the
- 8 general comments, and even for those who didn't
- 9 give us specific comments, that's the tenor of
- 10 the discussions, at least when we ended up
- 11 leading those meetings there.
- 12 And you know, correlated to that was
- that we've got an education issue here and an
- 14 education issue not just of training certified
- applicators or others but of educating people
- who are providing the funds to the value they
- 17 get from this return, from this investment, and
- then maybe collectively, we all to try and see
- 19 how we can convey that to people.
- 20 Before we open it up for questions or
- comments, I am going it turn it over to Burleson
- 22 now to talk about some of the specific issues

22

1 USDA or comments on the general program. 2 MR. SMITH: Bill, thank you. I also wanted to say that I'm joined by Brad Ryan of 3 the Cooperative State Research Education 4 5 Extension Service to try to assist with any specific questions, but what I wanted to do very 6 7 quickly was to follow on to what Bill had said, specifically what USDA's role has been, and if 8 you're looking up at the screen, I don't have 9 10 slides, so I'll try to be brief. One of the things that we felt at USDA 11 was that the review of the program certainly was 12 13 very important. There were issues that we have an opportunity to take a look at and come to a 14 15 degree of consensus and agreement, but we -- one 16 of the things that we have played a role is because USDA has had a long-standing tradition 17 of working with the land grant universities and 18 have established, you know, a very high level of 19 trust and rapport with those institutions. 20 One of the things that I would say is 21

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that our role has been focused very

predominantly on the funding mechanism in the 1 2 description that Bill has given, and part of that was that when concerns over funding were 3 raised in 2003, I mean, we've worked with EPA 5 very much as a partner, because we do see this as a partnership in trying to support these 6 activities and to try to answer questions that 7 they had about some of the mechanical processes 8 related to the draw-downs or reimbursements. 9 10 One of the things that I would say is that we -- you know, we do participate with EPA 11 in a manner to provide a service really to them 12 and to the land grant universities to transmit 13 these funds that EPA has provided over the last, 14 15 you know, decades, I think you said. Part of 16 that is because of a unique role that we're able to play in not charging any overhead either at 17 our level or at the universities that are 18 receiving these grants in order to maximize the 19 availability and use of the funding, and this 20 is -- you know, this is something that has been 21 organized, negotiated and is a very special 22

- 1 aspect of this program and this program really
- 2 alone.
- 3 Having said that, that's something that
- 4 we view this, again, as an area that we have
- 5 worked very closely with EPA to try to give them
- 6 assurances that the program is set up in a
- 7 manner that can meet their objectives as well as
- 8 questions that they have regarding how the
- 9 programs are being administered at the state
- 10 levels.
- 11 So, I think one of the issues that Bill
- has raised is always the issue of measurements
- or accountability on programs, and one of the
- 14 things that we have been very keen to do is to
- avoid a situation where any of the requirements
- on the cooperators, the actual providers of the
- 17 Pesticide Safety Education Program, were
- spending more in terms of resources documenting
- 19 items than they were actually spending in terms
- of trying to present the information.
- One of the expects to realize is that
- these are leveraged programs. For the most

- 1 part, as Bill indicated, you know, these funds
- 2 are a fundamental part of the state programs but
- do not in most cases make up anywhere near the
- 4 bulk of them. In fact, in one case, in 2002,
- 5 the funds provided by EPA amounted to roughly 20
- 6 percent of their overall training activities.
- 7 In 2003, that fell to 9 percent, roughly.
- 8 So, again, we recognize both at USDA
- 9 and EPA that these are funds that are
- 10 contributing to a much larger effort at the
- 11 state level. We want to work cooperatively in a
- way that meets the objectives that EPA has in
- trying to document and have the accountability,
- 14 and at the same time, provide this unique
- mechanism that the Department is able to provide
- 16 with our cooperators at the land grant
- 17 universities.
- 18 So, again, we look forward to, you
- 19 know, very productive discussions. I think, as
- Bill indicated, the meetings that I've attend,
- there have been very few wallflowers or people
- 22 who have been unwilling to provide opinions and

- input on this, and we certainly look to it to --
- 2 to the PPDC to provide any insights that you may
- 3 have.
- With that, I think probably it's best
- 5 to open it up for questions.
- 6 MR. DIAMOND: Okay, we just put up here
- 7 the discussion questions, and we just threw up a
- 8 couple in terms of given that we're still a work
- 9 in progress and we don't have final reports
- 10 together, just give you the opportunity for
- 11 general questions, general comments, but then
- 12 also, in terms of what you'd like to hear about
- in the future, if you've got any ideas in terms
- of how we should handle this.
- Our plans are to, as I said, compile
- 16 the information, analyze it, put it together in
- 17 a report. It's not going to be a long or fancy
- 18 report. It's just going to be, here's what
- 19 we've heard, so everybody can see the raw
- 20 materials, and then we are going to sit down
- 21 with ourselves and with Burleson and hopefully
- 22 with others and say, okay, where do we go from

- here type of thing. Let's pick some priorities,
- 2 let's -- you know, let's see which ones we can
- 3 attack, which ones we can't handle, and make
- 4 some choices there.
- If you've got some ideas in terms of
- 6 how we do that, do we have a general group like
- 7 we've had, do we narrow it or do we make it kind
- 8 of project-specific because there's such a range
- 9 of things. The same type of people who may be
- interested in trying to have regional
- 11 development of materials may have no concern at
- 12 all about the internal, you know, efficiencies
- or the moving of the grants between us and USDA
- and others. So, if you have got any questions
- or comments, we are certainly open to them.
- 16 MR. JONES: Erik?
- 17 ERIK: Thanks for the presentation. I
- 18 had two questions. One, what I'm not clear on,
- is there currently -- are there currently
- 20 standards, I guess more specifically for EPA
- 21 minimum standards, that as you look at training
- 22 need to be complied with to fulfill the

22

1 registration and reregistration limitation 2 restrictions you're putting in place? MR. DIAMOND: For restricted use 3 applicators, we do have minimum requirements, 4 5 and some of the areas that you looked at in terms of are there resources that we have 6 7 available at headquarters outside of the PSEP funds that we forward on, to work on exactly 8 areas like that, to establish minimum standard 9 10 tests, so that people can have common tests across the board that really measure competence 11 12 and so that people don't have to develop them 13 themselves. So, in terms of trying to bring up 14 15 minimal levels of competence, that's an area 16 we're working on. The actual level of what people have to be tested upon is established by 17 the states, and we work in conjunction with them 18 to try to make sure it's as adequate as 19 possible, and as you understand, there's a whole 20 range of different types of uses and other 21

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things. So, it's a whole multi-dimensional

- 1 requirement there, but we're active in
- 2 partnership with the states and the others to
- 3 try and assure that they collectively enhance
- 4 people's competence.
- 5 ERIK: So, I quess a follow-up, as
- 6 we're looking at I guess, you know, budget
- 7 reduction to the program, have you all looked at
- 8 what the impact is going to be on meeting those
- 9 minimum standards and what that may mean for
- 10 registrations or reregistrations that the Agency
- 11 deals with, taking that the -- because it
- 12 strikes me that the training seems somewhat out
- 13 here as a satellite, and I'm not seeing a direct
- 14 connection between the registration/
- 15 reregistration work and the pesticide applicator
- training that this is, in part, funding. So,
- 17 I'm trying to connect the two and understand in
- 18 you all's view, how are those related? How are
- 19 they working backwards and forwards?
- MR. DIAMOND: Well, let me take a crack
- 21 at it, and then some of the other staff here can
- 22 elaborate on that if need be.

1	The focus of this was just on the
2	training aspect as you traditionally think of
3	training. As I mentioned, establishing common
4	tests and materials and those types of things
5	were another component that has to mesh
6	seamlessly with that.
7	Beyond that, in terms of the
8	certification and training program overall, over
9	the last number of years, we've worked in
10	conjunction with a number of stakeholders to try
11	and develop broadly recommendations on what
12	should be done to enhance that program overall.
13	We're starting to implement some of those now.
14	Some of those would involve even things like
15	regulatory changes in terms of our program to
16	maybe expand the scope or put a finer point on
17	those things.
18	So, we're working on a broad range of
19	those areas underway, and I'm not sure what the
20	implications are yet of the potential budget
21	cuts overall. Clearly some of our budget cuts
22	are not going to help the speed or the quality

- of what we do. We are going to have to make
- 2 some choices there, but until we get, you know,
- 3 long-term dollar estimates, I can't give you a
- 4 sense of that. I can give you a sense that this
- is not the only area that we're working on, and
- 6 we are trying to do it so it all meshes
- 7 together.
- 8 MR. JONES: I'll elaborate a little bit
- 9 on that, a couple of examples. When we became
- 10 more concerned about potential contamination in
- groundwater, we worked with our state partners
- to develop a component of the training to bring
- that groundwater awareness into the
- 14 certification and training that a certified
- 15 applicator needed to get.
- 16 Similarly, we developed in the last few
- 17 years a component with USDA and our state lead
- 18 agencies around fumigants, as we in our old
- 19 chemicals program began having greater awareness
- 20 about potential risks associated with fumigants,
- so that we do link back what we're looking in
- our licensing operations, both new and old

- 1 chemicals, what does that mean about the need
- 2 for certain components and the training that a
- 3 certified applicator would have to get.
- 4 Again, those are just two examples that
- 5 I can think of off the top of my head.
- 6 MR. DIAMOND: Jose?
- 7 JOSE: First, I would like to
- 8 compliment the group that did this work. I
- 9 think it's really very nice and looks good and
- 10 I'm looking forward to whatever final report you
- are going to put into form, but I don't know
- that I am going to be saying anything that's
- 13 really different from what you said, but this
- 14 money is very, very critical to the states. I
- 15 know that in Texas we really have suffered,
- because it's not only the federal but it's also
- 17 the state. We have had some real significant
- 18 cuts there. So, the extension service cannot
- 19 really do the work that needs to be done, and
- the people are hurting, and they are claiming.
- 21 I remember when we first started out
- with some of the pesticide training programs and

- 1 some of the applicator training programs, we had
- 2 huge success, you know, we could get the people.
- 3 Now it's getting to be more and more difficult
- 4 to do it. So, not only do we use this money for
- 5 seed money, we also use it for leverage.
- 6 What I -- I guess this is what Erik was
- 7 saying, this is not what you had in mind,
- 8 correct, but there seems to be a disconnect
- 9 between, you know, we've got registration on one
- 10 side, and then we've got the training, you know,
- 11 under a separate program. Is there any way
- 12 those could be linked together, that the
- training on the applicator program could be part
- of the registration? Is that possible? I mean,
- 15 I don't know -- I don't know what all the
- 16 components -- I know there's a lot of money in
- 17 registration to spend, but could that be part of
- 18 it instead of being separate?
- 19 MR. JONES: I think I described how we
- 20 link it when we learn of things in our licensing
- 21 all of our new chemicals that we don't feel that
- 22 the training currently is adequate for, we

- 1 attempt to work with other partners to develop a
- 2 module or a component of the training to
- 3 recognize that linkage. That's how we have
- 4 operated that connection between certification
- 5 and training and licensing.
- 6 JOSE: Because I guess what everybody
- 7 is saying, you go through all the trouble to get
- 8 all these things raised and do all that, and
- 9 then you stop short of getting the information
- 10 out to the people who are going to use this
- 11 stuff, then how much good have we done? I mean,
- 12 that's the --
- 13 MR. JONES: I think it depends on what
- 14 your action has been. If you were to remove a
- 15 product from the market because it had a lot of
- 16 worker risks, you could argue that that was a
- 17 whole lot more effective as reducing worker
- 18 risks than giving someone a brochure about how
- 19 to reduce that risk or giving them more
- training. So, I mean, I think that implicit in
- our funding choices have been how we think you
- 22 can reduce risk, and we think you can do that

- 1 best -- not exclusively, but best -- by
- 2 evaluating chemicals that have not been
- 3 evaluated against today's standards and by
- 4 getting safer products onto the market more
- 5 expeditiously, but we recognize that there's a
- 6 need also for this other component that's
- 7 captured in our field programs.
- 8 You know, people can argue -- rational
- 9 people can argue about the relative priorities,
- 10 but we have done it in a way that is related to
- our sense of how you can reduce risk best.
- MR. DIAMOND: Amy?
- 13 AMY: In answer to the question about
- 14 the impact and also what is put in, what are the
- 15 standards, this program -- speaking as a person
- who's been a pesticide safety education
- 17 coordinator for more than 25 years in different
- 18 states, this program has never trained just to
- 19 the level of the standards, although the
- standards were set way back then, but it has
- 21 always been far more comprehensive, and it's not
- 22 a matter of just giving a couple of training

- 1 units, giving a couple of brochures out. It's
- very comprehensive, and it takes into account
- 3 different training methods, different teaching
- 4 methods, different teaching tools that are used.
- 5 For instance, I have 132 materials,
- 6 training materials, that I and my extension
- 7 agency use to train in my state. Under GHS,
- 8 I'll have to review all of those and update some
- 9 of them, and I'll need to begin doing that in
- 10 2005 in order to get our applicators to
- 11 understand what's coming down the road so that
- when the new labels get out there, they'll be
- ready. So, I have 132 just in my state to do.
- 14 Endangered species is another example
- of something that was never required, still
- isn't a requirement, but we do that training.
- 17 It fits. We do it. Why would we not do it?
- 18 Our growers need to understand that.
- In other programs, it's not just
- 20 growers. It's people like structural pest
- 21 control operators; it's people like health
- 22 care -- public health folks who need to know all

- of this extra stuff, much of which does come
- 2 straight from EPA, and we monitor that and take
- 3 it and put it into our programs whether it's
- 4 required or not, and certainly we haven't gotten
- 5 extra money to do that.
- As far as the impacts, well, again,
- 7 I've told you about what I'll have to do to
- 8 review the materials, but also, states are
- 9 already losing personnel. California had a very
- 10 big program with excellent outreach not only to
- 11 applicators but also to health care providers,
- and their personnel have all found other jobs as
- of September 30th of this year. In my state,
- 14 I'm being re-assigned to teaching duties,
- 15 because the extension dean does not have the
- money to pay the \$8,000 that's missing in my
- 17 salary.
- 18 So, there are real impacts occurring
- 19 now, and if we wait until the long term to shore
- up this money, these programs will be lost in
- 21 the interim, and you won't be able to fix them.
- MR. DIAMOND: Allen?

1	ALLEN: This may be a nearly impossible
2	task, but I would encourage the Agency to think
3	of the overall mission of the Agency and
4	protecting health as one of the measures that
5	might be applicable to assessing the impact of
6	training. The reason, of course, that I'm
7	saying that it's difficult is that it would be
8	very difficult to segregate an effect that's due
9	to training from changes in regulations,
10	introduction of IPM and so on and so forth into
11	the way pesticides are used, but nevertheless, I
12	would encourage the Agency as it thinks about
13	how to assess accountability to include some
14	kind of thought about health outcomes in the
15	final measure.
16	MR. DIAMOND: Not just for this program
17	but for a whole range of programs, we are
18	looking at accountability instruments at the
19	strategic level and then throughout the program,
20	and obviously health incidence or reduced health
21	impacts is where people start from in terms of
22	the ideal outcome that you'd like. There are a

- 1 lot of challenges there, as you all know, in
- 2 terms of compounding variables, tracking types
- 3 of things.
- 4 So, we're looking at that or we will be
- 5 looking at that for this and for other programs,
- 6 but also some interim or some not quite, you
- 7 know, top-level outcome measures. If you can
- 8 measure changes in behavior, if you can measure
- 9 increased applicator competence, we don't think
- 10 it's a large leap between there and reducing the
- 11 health effects. So, we're going to try to be
- 12 exploring a whole range of those that give us
- some meaningful information but are not unduly
- 14 burdensome in terms of trying to track and
- 15 collect that information.
- 16 ALLEN: Given the costs of today's
- 17 health care and the size of your budget, you
- don't have to prevent very many hospitalizations
- or chronic illnesses before you have recouped --
- 20 more than recouped the cost of training
- 21 programs.
- MR. DIAMOND: Oh, I think you're

22

1 preaching to the choir here. The leap in terms 2 of demonstrating and documenting that so that a hard-eyed analyst can say that it's a good 3 assessment is the challenge we face. 4 5 Rebeckah? I'm going to try to be 6 REBECKAH: helpful in being a participant in the group and 7 maybe say some things that because of EPA's 8 9 obligation to remain objective and deal with the 10 budget it's given, just bring a little bit of a sense of the reality from somebody who's 11 12 participated in the process, participates in 13 helping advise the appropriations process legislatively and also represents a very 14 15 substantial portion of the end users of this 16 these programs. I just want to let you all know that a 17 lot of the conversations and the points that 18 you've raised were conversations and points --19 20 very extended conversations and points that occurred over the course of the four or five 21

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days and the ongoing discussions that the group

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2 steep learning curve for a lot of us to see not just how the program worked from the federal 3 level and the dollar flow-through, but also how 4 5 the different state programs and extension viewed the different programs and the variety. 6 7 I guess the hopeful part is that, as Amy said, almost without exclusion, the folks 8 9 that were there either representing academia or 10 state programs of some sort almost always said, 11 you know, this is what leverages us. sort of the big -- the important grounding piece 12 13 of what we do, but we pull from so many other different places to get money, either at the 14 15 state or federal level, and we go over and above 16 based on the state needs of the people that we're trying to train, and you know, we take 17 EPA's requirements and guidance and money as our 18

baseline, and then we build into that.

had and will continue to have, and it was a very

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is a lot more than just what EPA's asking for.

That's the good news. The problem is with --

So, you know, what people are getting

- 1 you know, lean and -- you know, thinking of 50
- 2 states doing programs, and if you divide that
- 3 money up among those people and you think of all
- 4 the training programs that you would need and
- 5 all the staff people it would take and all the
- 6 time it would take, even in a small state, to,
- 7 you know, educate hundreds or thousands of
- 8 people, depending on the circumstance, you know,
- 9 you think of 1.88 million, and for this coming
- 10 year, we're looking at 1.2 million divided among
- 11 50 states, is certainly a lean and mean program,
- 12 to say the least, and we're very concerned I
- 13 know from our perspective of making sure that
- 14 EPA has the money to get that flow-through out
- there. Probably in our minds they need a lot
- more, to do a lot more and to allow a lot more
- 17 leveraging.
- 18 That being said, we are having a
- 19 challenge, and it's a challenge that Bill has,
- and you know, theoretically, behind the scenes,
- I suspect EPA asks for a lot more, and they like
- to have more money and more dollars to give to

- people to do these programs. Realistically,
- when they send programs for evaluation through
- 3 the OMB process, through the appropriations
- 4 process, both through an administration and
- 5 through Congress, performance measures matter in
- 6 tight budget years, and the problem and the
- 7 challenge that we've come to discover that EPA
- 8 has in justifying not taking a haircut or
- 9 getting more is providing that performance-based
- information of what we're getting for our money,
- 11 even if it's just a tiny piece.
- 12 You know, the Office of Pesticide
- 13 Programs doesn't in the greater scheme of EPA's
- budget get a whole lot, and they certainly in
- the greater scheme of the federal budget don't
- 16 get a whole lot. So, you know, they're being
- 17 nickeled and dimed to death, literally, and
- 18 unfortunately, this is one of those programs
- 19 that without being overburdensome to the
- 20 providers, the folks out in the states that we
- 21 want to be using their time and money and
- 22 preparing and giving the training, not in

filing, you know, endless paperwork for EPA to 1 be able to show to OMB to go, "Oh, here, look." 2 You know, we just don't want statistics 3 on paper. We want people trained. We want them 4 5 gaining knowledge on doing the right thing. But there's a very fine line between getting EPA 6 7 their justification and keeping these programs and not being overburdened with the paperwork, 8 and we've found -- you know, those of us 9 10 participating have found out that is the big 11 struggle, is more so than EPA thinking it's a 12 valuable program or even the states certainly 13 thinking it's a valuable program and the providers or the users thinking it's a valuable 14 15 program, is trying to figure out the best mode 16 in the long term to figure out how to show the rest of the Government, both Legislative and 17 Executive Branch, in whatever year in whatever 18 cycle, how important proper application 19 education is, and that has been -- that's 20 probably the most enlightening light bulb notion 21 that has occurred for all of us, and in the 22

- 1 meantime, in the short term, making sure that
- what we do have stays in place and doesn't get
- 3 further haircuts until we can figure out, you
- 4 know, how to give OMB and these other folks what
- 5 they need, and I think --
- 6 (End tape 5-B.)
- 7 REBECKAH: -- and their relationship
- 8 with another agency and with the appropriators
- 9 on the Hill. So, from an outside perspective, I
- 10 think that's a very key lesson that I would like
- 11 everybody in the room to know, that that is our
- 12 fine balance of trying to perform and get more
- money to do the right thing.
- 14 MR. JONES: Well, I think that one
- thing that is perfectly acceptable and
- 16 encouraged for us to be saying and doing is what
- 17 you're saying about results, that results do
- 18 matter, and being able to demonstrate results is
- 19 very important in the Executive Branch, has been
- for a few years, but we are seeing more and
- 21 more --
- 22 REBECKAH: More and more.

1	MR. JONES: the pressure to be able
2	to demonstrate results, and it doesn't mean
3	counting number of people trained or number of
4	licenses granted, but on the ground, in the
5	field, how did it change risk to the environment
6	or human health. That's very important, and the
7	better we're able to do it, the better we're
8	going to do.
9	UNIDENTIFIED MALE: I'd like to bring
10	up just one question, and it's from some
11	information that Amy brought up, but the
12	question is really to you, Rebeckah.
13	Basically from the reduction or loss of
14	funding in California resulting in losses of
15	positions, apparently, I mean, is that in your
16	mind a performance measure? I mean, you don't
17	normally go in and seek to do something like
18	that, but
19	REBECKAH: I think that certainly from
20	the perspective I'm assuming of the providers
21	and from the perspective certainly of the people
22	who are needing the service, especially those in

- the private application community where they're
- 2 not necessarily part of the community,
- 3 sometimes -- there are certain industry sectors,
- 4 commercial applicators, do some of their own
- 5 internal programs, but certainly private
- 6 applicators, the individual farmers, folks like
- 7 that that aren't considered commercial, rely
- 8 very heavily on these programs, and those are a
- 9 lot of the people that I work for.
- 10 The notion that there are programs
- 11 there that are either declining in their
- 12 training availability or in the personnel to --
- or in the program completely or in the people
- who are able to provide the programs is exactly
- the worst case scenario. It's exactly why, you
- 16 know, less than adequate funding, even in tight
- 17 budget years -- there are just some things that
- 18 you don't -- that you -- that can't go away.
- 19 There's a critical mass of funding for
- 20 certain types of very important programs,
- 21 whether it's, you know, training, general worker
- 22 protection, some of these other things, we're

- seeing, you know, some might notice, the hold
- field service's budget was substantially
- 3 smaller, not because registration and
- 4 reregistration aren't equally important.
- We want everybody to get the right
- 6 amount of money they need to perform the
- 7 function that they need at EPA, and I think we
- 8 all know that, you know, right now, the field
- 9 services group is not, and that is going to be a
- 10 huge -- you're probably going to be seeing some
- 11 correspondence, not necessarily focused on
- 12 EPA -- EPA's recognition that that funding is
- inadequate and needs to be increased in order to
- 14 get back these programs before they're gone
- forever, but you're probably going to see it
- happen at other much I quess -- I don't want to
- 17 say higher levels, but certainly at different
- 18 levels to understand that until we refine the
- 19 performance measures to tell you what you need,
- 20 appropriations committees or OMB, we're losing
- 21 programs, and if that's not a performance
- 22 standard for you, if that's not an indication of

- the critical need of a program, that, you know,
- in the meantime -- give us a year or two, and in
- 3 the meantime, when the field services program in
- 4 OPP says we need this for this program, give it
- 5 to them, and that is going to happen, is
- 6 happening.
- 7 MR. DIAMOND: Okay, thank you. We will
- 8 just take a couple more questions and then we
- 9 will move on to the next session.
- 10 Ray?
- 11 RAY: I have got several points and
- 12 questions. I hope I can make them quickly here.
- 13 I've heard there was a misunderstanding
- 14 between EPA and USDA on how the PSEP funds were
- 15 accounted for and that this misunderstanding has
- 16 contributed to the funding crisis. Has that
- 17 been resolved?
- 18 MR. SMITH: Yes, let me just say that
- 19 the -- part of the issue was a matter of timing.
- 20 It's a little bit like watching checks clear the
- 21 checking account, and I think for the most part,
- we've come to the point where we agree that

- what's in the check register and what's on the
- 2 statement are in agreement now.
- 3 The issue that I mentioned to you in
- 4 terms of looking at ways to simplify the process
- 5 was to speed up this activity, but also part of
- it is a matter of cooperating with the state
- 7 institutions in terms of their billing
- 8 practices. It's amazing when moneys dry up how
- 9 quickly people will start to tap in and ask for
- 10 reimbursement for everything.
- So, as far as I'm aware, through 2002,
- 12 everything has pretty well been cleared. It's
- 13 2003-2004, the more current funds, that we are
- 14 dealing with right now.
- MR. DIAMOND: Yeah, the -- that issue
- 16 was one of the initial issues that confronted us
- 17 in 2003. I think the backlog, as Burleson said,
- 18 has been cleared up. The issues in terms of
- 19 some of the other administrative aspects of how
- we handle grants, documentation for what's
- 21 actually being -- the material's being spent on,
- those are issues that have been identified. We

- are still working to try and resolve those, but we think we've got a path ahead of us that will
- 3 straighten those out so that we can deal not
- 4 with the day-to-day nuts and bolts handling of
- 5 the dollars, which is important to get it into
- 6 the hands of people in a timely manner, but the
- 7 more institutional and strategic issues. That's
- 8 what our hope is.
- 9 Allen -- oh, excuse me, Ray, did you --
- 10 RAY: I have got some more here.
- 11 When the Agency establishes priorities
- for funding among the various projects under the
- 13 field programs umbrella, what level of
- 14 accountability are you requiring of the other
- 15 projects?
- MR. DIAMOND: As I said, when we're
- 17 looking at accountability, we're looking at
- 18 accountability across the board in terms of what
- 19 the heck is going on, and in all of the programs
- 20 that I'm responsibility -- that I'm responsible
- for, we're looking for each team, each branch,
- in terms of what measures of success are we

- going to be held to. So, we're looking at that
- 2 from outside drivers.
- 3 Just one aspect of it is in terms of
- 4 the OMB performance assessment review tool
- 5 that's going on. We have had that for each of
- 6 our grant programs this past year. We haven't
- 7 got our evaluation yet, but for ESA, for water
- 8 quality, for certification and training, for
- 9 worker protection, one of the fundamental
- 10 questions is, what's your performance
- 11 accountability measure, what's your
- documentation, and how good is it? So, there's
- 13 a microscope on that.
- We're preparing for that in other
- areas, but even areas that will never get that
- 16 type of review, we are looking at that, and I
- think that's just my program, but I know it's
- 18 across the board in OPP. Jim's launched over
- 19 the last year or two an office-wide effort in
- 20 terms of trying to improve our measures.
- We've got a meeting next week where
- we're discussing that exact same issue with our

- 1 regional partners so that we're all in line on
- 2 these types of things. So, this is not just the
- 3 only program that that question's being asked
- 4 at.
- 5 RAY: In the budget figures that Marty
- 6 showed us a little -- a short while ago, there
- 7 was -- the Senate markup had a \$1.9 million
- 8 reduction in the field programs compared to the
- 9 President's request. Is the similarity of that
- 10 amount and the historical funding level for PSEP
- 11 more than coincidental?
- 12 UNIDENTIFIED MALE: Coincidental, I
- 13 expect.
- 14 UNIDENTIFIED FEMALE: It's totally
- 15 coincidental.
- 16 RAY: Okay.
- 17 UNIDENTIFIED FEMALE: Yeah, it should
- 18 be.
- 19 RAY: Well, in the mid-1990s, we saw a
- 20 partial dismantling of the pesticide data
- 21 program caused by a similar funding crisis,
- 22 which threatened the existence of that very

- 1 valuable program. Fortunately, funding for that
- program was subsequently stabilized. I'd say
- 3 that PSEP is at least on a par with PDP in terms
- 4 of risk reduction and long-term public health
- 5 and safety, and it deserves a similar rescue, if
- 6 that's the word for it.
- 7 At CLA, we would strongly support
- 8 restoring the funding for PSEP and would hope
- 9 that that stability in the long term can be
- 10 rapidly achieved. Of the total volume of the
- 11 pesticide market within the U.S., the proportion
- 12 physically handled by the applicators who are
- served by PSEP is vastly disproportionate to the
- 14 funding provided for this program, and the
- leverage we've heard about, you know, kind of
- the matching funding that you hear about on
- 17 public radio funding drives, you know, that's
- 18 what makes the training programs work, is the
- 19 leverage that can be provided by EPA, and we
- 20 hope it can be stabilized.
- MR. DIAMOND: We hope we don't have to
- be a call-in yet, but if that's what it takes, I

- 1 guess maybe we'll explore that as well.
- Jim, how much more time do we have? We
- 3 have got three or four more questions. Should
- 4 we just keep going?
- 5 MR. JONES: We'll take the three that
- 6 are up and then move on.
- 7 MR. DIAMOND: Okay, Allen.
- 8 ALLEN: Mine will be pretty brief.
- 9 Does anyone from the Agency or the
- 10 states know how much commercial training is
- 11 happening, in other words, training for profit
- 12 by individuals, and is that an avenue that has
- been explored as a way of offsetting reductions
- 14 for agencies to do training? I know some of it
- 15 goes on. I just wonder how much goes on.
- 16 MR. DIAMOND: We did discuss that in
- terms of -- as one of the potential gap-fillers
- or some other things. Nobody came up with good,
- 19 solid information. There was some anecdotal,
- and we asked people to provide some additional
- 21 information.
- There were some figures that were

- 1 tossed around in terms of burden on the
- 2 individual in terms of getting the public sector
- ones, even where they charge fees, being much
- 4 reduced from the private sector ones that may be
- 5 more expensive, and therefore, limiting access.
- 6 So, there's a tension that's involved there, but
- 7 we -- when we asked the question, we didn't come
- 8 up with any answers in terms of here's the
- 9 whole, overall perspective, and that's where we
- 10 started, you know, having some issues of just
- 11 the information dearth to be able to to try and
- 12 address these questions.
- Before I move to these, Amy, did you
- 14 have something on that?
- 15 AMY: Just two quick things. There
- 16 certainly are other providers of this kind of
- 17 education out there, and they do a very good
- job, but part of the reason why many of them do
- 19 a good job is because they have extension people
- on their programs contributing to it. So,
- again, you won't have that link if the extension
- 22 program goes down the drain.

1	The second part is you have to be
2	careful that you might have been addressing
3	this, but when private individuals come in,
4	they're going to they can do it for
5	agriculture, for structural pest control, for
6	some of our other large for landscape and
7	ornamentals, but for the right of way, the
8	aquatic, the tribal tin boat bottom painting,
9	which I guess won't last much longer, the
10	fumigation, the wood treatments, all of those
11	little categories, they're not going to step in
12	and do that training.
13	MR. JONES: This may not be directly
14	responsive but I think in the spirit it is,
15	Allen, but my understanding is some states also
16	have some kind of a fee for the people being
17	trained, so that you're
18	UNIDENTIFIED FEMALE: Absolutely.
19	MR. JONES: but not all of them do.
20	UNIDENTIFIED MALE: And they should.
21	ALLEN: I think it is an avenue that
22	should be developed more so than it is. I have

- some personal experience. A very highly
- 2 qualified individual does do commercial training
- 3 for profit and has, in fact, run into quite a
- 4 bit of resistance from some states as he's tried
- 5 to expand into additional states, and I'm not
- 6 being critical. I just know that he had that
- 7 difficulty as he wanted to move into other
- 8 states, those states being resistant to
- 9 individuals, even highly qualified, offering
- 10 that for profit.
- 11 MR. JONES: I am just going to take two
- 12 more, Rick, if you could just sort of --
- 13 AMY: I would just like from a
- 14 production/agriculture/private applicator
- 15 perspective, because we are significant users of
- 16 the public -- more public programs, I think that
- there is a lot more availability, a lot more
- 18 privatization and a lot more commercial
- 19 application for folks like your members, who are
- structural, who are whatever, and I think that's
- 21 something -- nobody wants to discourage that.
- 22 Probably the resistance that was sensed

- 1 is depending on the pool of people seeking
- training, if it reaches such a low level that no
- 3 commercial people in some circumstances, in some
- 4 states, are coming through that program, and
- 5 it's only a sprinkling of the private
- 6 applicators that are out there perhaps in
- 7 smaller states, then the ability of the program
- 8 to operate for -- cost effectively for the
- 9 out-liars, the private applicators and whatnot
- 10 that perhaps couldn't afford the usually a
- 11 little bit more expensive, at least, commercial
- 12 programs, becomes an issue.
- 13 So, there's that sort of tension there,
- that we don't want to discourage people
- 15 certainly from providing the private training,
- 16 but realize that there are people in the system
- who really need that subsidized training, and
- 18 when you sort of erode away that base, it
- 19 creates a pressure there for them.
- MR. DIAMOND: Mary Ellen?
- 21 MARY ELLEN: I just wanted to state the
- obvious, that accountability is absolutely

- 1 necessary, but in order to do it, it takes
- 2 resources. The Chesapeake Bay Program for years
- funding integrated pest management programs, and
- 4 there was a call for accountability to show that
- 5 those programs were making an impact, and the
- 6 states did that, but it was a very extensive and
- 7 long, drawn-out process to gather that
- 8 information and put it into a program or
- 9 explanation to show that some impact was being
- 10 made, and without resources, you're not going to
- 11 get that either.
- 12 MR. DIAMOND: No, and that's one of the
- things that makes it so difficult. As I said,
- 14 everybody appreciates that accountability is
- 15 valuable and important. Accountability in some
- 16 people's eyes means a lot of paperwork and
- 17 documentation. In other areas, it's -- even if
- it's not heavy-duty just paperwork but has
- 19 value, as you indicate, it's very expensive to
- get good data, and you have got some people who
- 21 are asking for accountability information who
- 22 want every last range.

1	I think hopefully we'll strike a
2	reasonable balance that we get better than what
3	we've got now but don't go overboard, and some
4	of the ideas that were just kicked around
5	initially were, can you do instead of having
6	everybody, every year provide information on
7	outcomes, can you do snapshots? Every three or
8	four years, go in, do an intense evaluation in
9	terms of maybe changes in behavior and see
10	trends over time? That's less intense, doesn't
11	require everybody to do it, but may give you
12	some valuable information.
13	That may not be up to snuff with what
14	some auditors may want, but it sure could help
15	make a case in terms of here's what the real
16	value is, here's some documentation, and now
17	let's go back to our core business of providing
18	that value.
19	UNIDENTIFIED MALE: But is that
20	something that as the program manager EPA would
21	be willing to consider or is that something to
22	require each of the grant recipients?

22

1 MR. JONES: We've been very flexible in 2 our willingness to consider various measures and results. It's those who are overseeing the part 3 review that isn't accommodating to some of our 4 5 creative thinking. All right, Burleson and Bill, thanks 6 very much, and thank you all in the PPDC for all 7 that advice and feedback. 8 The last part of our program, before we 9 10 get into it, I just want to mention for members of the public, if there is anyone who would like 11 to make a public comment -- so far there haven't 12 been any sign up -- but if you would like to, 13 Margie Fehrenbach, you just need to let her 14 15 know, and we will do that after this following 16 session here, which is our last session this afternoon. 17 I believe Lois Rossi, Debbie Edwards, 18 are going to walk us through some basic -- some 19 20 of our accountability to you around our registration and our reregistration programs, 21

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and also, the last topic that Debbie's going to

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cover is the future as it relates to a class of 1 2 compounds in our old chemicals program that is of significant -- of significance to I think a 3 number of you that we wanted to give you a sense 4 as to where we are and what our schedule is 5 going forward on fumigants. 6 7 I think Debbie, you were going to -- or Lois, you were going to start. Is that right? 8 MS. ROSSI: Yeah, I'm just going to 9 10 briefly run through the program priorities and -- or program accomplishments in the 11 registration area for 2004. 12 13 As you can see from the slide -- and I'm not going to read through -- don't worry, 14 15 I'm not going to read through all the names of 16 these chemicals -- our program goal was to register 26 new AIs, and the breakdown was 12 17 conventional, 12 biopesticides and two 18 antimicrobials, and in meeting that goal, 14 19

biopesticides were registered, and they are

handout, and then on the next slide, 11

present there had for your information on the

- 1 conventional pesticides, with one noted for
- 2 import tolerances only.
- I would like to point out on this,
- 4 though, the breakdown, of there -- there --
- 5 among these pesticides, there were five
- 6 reduced-risk pesticides registered. One of the
- 7 reduced risk was also an OP alternative, and
- 8 there was one methyl bromide alternative
- 9 registered. Antimicrobials had two new active
- ingredients that they registered this year.
- 11 And the other major activity is with
- new uses across all three programs or all three
- 13 divisions. A total of 718 new uses were
- 14 registered, with the breakdown of 231
- 15 conventional new uses associated with 1008
- 16 crops; 481 biopesticide new uses; and six new
- 17 antimicrobial uses.
- 18 Those are the two categories that
- 19 certainly get a lot of attention, but this year
- 20 I think we've also had a new one that's pretty
- 21 much had a very low number or maybe even in some
- years in the past no number, but in the inerts.

- 1 We did register food -- 16 new food use inerts
- this year and three polymer exemptions and 83
- 3 nonfood use clearances. So, this is -- our goal
- 4 for the food use inerts was 12 this year, and so
- 5 we made it to 16 and reduced the backlog
- 6 considerably. The backlog now is at 38, and
- 7 that consists of four additional applications we
- 8 got just this year.
- 9 Also, a lot of the registration
- 10 activity is with fast tracks and non-fast track
- amendments and new products, and you can see the
- 12 numbers there represent a sizeable amount of
- 13 work with the fast-track amounts, non-fast-track
- 14 amounts, fast-track new products, non-fast-track
- 15 new products and our notifications under PR
- 16 Notice 98-10, and that's RD, and then following,
- 17 RBPPD, with the same categories, and the numbers
- 18 are presented on your handout, as well as AD,
- 19 the numbers are presented on your handout.
- 20 And then last is the Section 18
- 21 activity. We received 345 requests for the
- 22 program this year, approved 238, 20 were

- 1 withdrawn, four were denied, and in 27 cases,
- 2 crises were declared, and our average
- 3 turn-around time this year was 38 days.
- 4 We also, on the bottom, we also have
- 5 been working very closely with USDA on granting
- 6 Section 18s in the event that soybean rust
- 7 arrives from South America. So, we've also had
- 8 considerable work in cooperation with USDA on
- 9 that activity.
- 10 And that, in brief, gives you what our
- 11 registration accomplishments were this year.
- 12 MR. JONES: Rebeckah, I assume your
- 13 card is up from the last discussion?
- 14 REBECKAH: Oh, yes, excuse me.
- MR. JONES: All right, thanks.
- Debbie -- oh, I'm sorry, Gary?
- 17 GARY: Well, it was just a fast
- 18 question. What does that mean, "crisis
- 19 declared, " on your Section 18s?
- MS. ROSSI: That means when you don't
- 21 register the 18 in enough time and there's the
- 22 emergency that's there, the state has the right

- 1 to go crisis. That's my elementary
- 2 understanding. You past directors can back it
- 3 up with more explanation, but that's basically
- 4 what it is, where we are not able to grant the
- 5 18 and the emergency there. I'm sure a state
- 6 person can elaborate, too.
- 7 UNIDENTIFIED MALE: That's it. Help me
- 8 out here.
- 9 UNIDENTIFIED MALE: Yes, that's
- 10 basically correct. The states have the
- 11 authority to declare a crisis when they need a
- 12 pesticide that's not registered for the use and
- when it's going to take the Agency more time
- 14 than is feasible for the evaluation of the need,
- and what happens usually is -- well, typically,
- the crisis is declared, the pesticide is used,
- there's some consultation with the Agency when
- 18 that's being done, and after the crisis is
- 19 declared, a specific exemption is prepared for
- 20 the Agency to review it.
- MR. JONES: Gary?
- 22 GARY: Lois, I'm just wondering, is the

- trend on the Section 18s, is that continuing to
- 2 go down?
- 3 MS. ROSSI: Well, I think as we
- 4 register more new uses and particularly if we
- 5 start addressing, as we are this year, a lot of
- 6 the IR-4 uses, it should go down. I mean, we're
- 7 definitely looking at that, to see how many 18s
- 8 will go down if we register a new use. So, I'm
- 9 sure a lot of the 18s are associated with new
- 10 uses that have been pending for a while, because
- 11 they didn't make the work plan, and now, under
- 12 PRIA, where our work plan is going to be totally
- different, I'm sure you'll see that -- I'm sure
- 14 you'll see a downward trend.
- MR. JONES: Shawny?
- 16 SHAWNY: I'm wondering, I know there's
- 17 a new PR Notice out on Section 18s open for
- 18 public comment right now, and the stated goal or
- 19 objective is to streamline the Section 18
- 20 process, and I'm just wondering -- well action
- 21 I'm probably wondering many things about the
- whole thing, but if you're showing that 38 days

- is the average to get these applications through
- and approved and the goal I thought was around
- 3 50, why does the process need to be streamlined?
- 4 MS. ROSSI: Well, it's 38 days, but
- 5 that's an average. So, there's -- I mean, it's
- 6 not a median. I mean, it means that there's
- 7 probably some highs and some fast turn-around
- 8 times, but I think --
- 9 SHAWNY: That's a pretty good average,
- 10 though.
- MS. ROSSI: Yeah, but it's still --
- 12 UNIDENTIFIED MALE: Thank you.
- MS. ROSSI: Yeah, thanks.
- 14 MR. JONES: I'll take a look --
- MS. ROSSI: Yeah.
- MR. JONES: Part of the streamline is
- 17 around paperwork burden for the states
- 18 associated with those 345 requests. Actually, a
- 19 large part of it is around that. I do want to
- say that we're in the comment period now, and
- 21 although, Shawny, this is your first meeting,
- we've probably had two hour-long discussions

- 1 around that proposal before we put it out at
- 2 this meeting, and I will -- there was never full
- 3 consensus around either of the options, but we
- 4 are in the proposal stage right now, so I don't
- 5 want to get too much into what the -- implying
- 6 what the Agency is ultimately going to do until
- 7 we have reviewed all of the comments on that.
- 8 All right, thank you. Debbie? Debbie
- 9 Edwards, by the way, in case you don't know.
- 10 I'm sort of casually referring -- and Lois
- 11 Rossi, the director of the Registration
- 12 Division, for those of you who may not know her,
- and Debbie Edwards, the director of the Special
- 14 Review and Reregistration Division. Sorry for
- 15 my informality.
- MS. EDWARDS: That's fine.
- 17 I'll go through this pretty quickly. I
- think I have a lot of graphs here and so forth
- 19 that are pretty self-explanatory, but last year
- 20 we did complete -- the program as a whole, that
- 21 includes biopesticides and antimicrobials, as
- 22 well as conventionals, 35 registration

- 1 eligibility decisions, 17 of which were REDs and
- 2 18 are TREDs. TREDs are just where you look at
- 3 the tolerance reassessments as opposed to the
- 4 entire picture for the chemical, and that --
- 5 which includes worker risks and ecological risks
- 6 and so forth. We also did 25 inert tolerance
- 7 reassessments, and we did -- we did 25 inert
- 8 tolerance reassessments for a total of 467
- 9 tolerances reassessed last year.
- 10 These next two slides I want -- you
- 11 should have them in your package. They are just
- 12 a listing of actions completed. If you look at
- 13 the actions that were done -- this includes
- inerts and just every -- pretty much everything
- we did in the old chemicals program. You'll
- notice that a lot of these are what you might
- 17 call low-hanging fruit, I guess. We felt that
- 18 they were lower risk chemicals, and we're trying
- 19 to get as much done as we can now on the easier
- ones so that we have all the time we need to
- 21 work on the harder ones that are coming up in
- the next couple of years, although some of these

- weren't particularly easy, I might say.
- 2 The next slide is -- this is a slide we
- 3 always show here. It's the overall status of
- 4 tolerance reassessment, and our RED
- 5 completions -- you can see we have 244 REDs
- 6 completed with 138 left to complete, and that
- 7 part there in the middle is the 231 cases that
- 8 were actually cancelled, so...
- 9 Then on the right there, you have our
- total goal for tolerances overall by 2006, 9721,
- of which we have reassessed over 7000 at this
- 12 point.
- This shows our reassessment progress by
- 14 year. You can see there that this year we did
- the 467. Look back, you'll see that in 2002, we
- 16 actually did 2657. That's quite an achievement
- 17 that year, but I would like to point out that in
- 18 2005 and 2006, we -- if you subtract the ones
- 19 that were already done from IREDs, we only have
- around a thousand to complete each year, so I
- 21 think it's very doable. You'd just be up to
- that second line on the graph there for 2005 and

- 1 2006, and we would be successful and done
- 2 basically.
- The next slide is just the cumulative.
- 4 It's another way of looking at what we've
- 5 already presented, just a bar graph there.
- The next slide shows where we are in
- 7 our cumulative assessments. As you know, we're
- 8 working toward four cumulative reassessments for
- 9 the organophosphate pesticides or insecticides.
- 10 We have three individual chemicals to complete,
- and we're planning to complete them in this
- 12 fiscal year. That's malathion, DDVP and
- dimethoate, and we would then hopefully complete
- 14 the OP cumulative by the end of this coming
- 15 calendar year.
- The chloracetalanilides, which are
- 17 acetochlor and alachlor, are again scheduled to
- 18 be completed in 2006. We expect that to be a
- 19 relatively simple cumulative assessment.
- There's little or no exposure from food, and
- there may be some co-occurrences in water, but
- that's all we would have to look at there.

1	The M-methyl carbonates, obviously
2	there's quite a bit of work to go there. We are
3	going to have a couple of SAPs coming up this
4	year, and our goal is to complete them more
5	around the middle I think of FY 2006.
6	And then finally, the triazines,
7	cimazene, atriazine and propozine, again, I
8	think that's probably going to be a little bit
9	more difficult than the chloracetalanilides, put
10	nowhere near the difficulty of the OPs and
11	methyl carbonates.
12	Right now, we are at for as we
13	complete chemicals, we call them interim REDs.
14	We call the tolerances that we reassess there
15	uncountable at that point until we complete the
16	entire cumulative assessment, and right now
17	we're at 548 tolerances associated with those
18	interim REDs that we're not actually counting as
19	reassessed, although we have completed the
20	actions on the individual chemicals.
21	And this just shows you what I'm
22	talking about there, the sort of greenish part

- 1 are the uncountable tolerances as they're
- 2 accumulating. So, in total there, that bar next
- 3 to the end for 2004 actually takes you to 7641,
- 4 and that's why I said earlier, we in reality
- 5 only have about 2000 left to go.
- 6 The next slide, these are the
- 7 tolerances remaining to be reassessed, like I
- 8 said, including the -- if you look there at the
- 9 bottom, that number, 2628, includes the 548
- 10 which we are currently -- have completed, but
- 11 called them uncountable at this point. There's
- 12 447 inerts and 60 antimicrobials tolerances,
- only two biopesticide left, with most of the
- 14 remaining being the conventional pesticides.
- For 2005, fiscal year, our goal has us
- doing 47 reregistration eligibility decisions.
- 17 That's 31 REDs, three interim REDs, and that's
- for malathion, DDVP and dimethoate, 13 TREDs.
- 19 We would do a total of -- these numbers are
- presented a little bit oddly, but there's 122
- inert tolerance reassessments on the goals sheet
- for this year, 745 tolerances that would be

- 1 counted as reassessed, that includes the inerts,
- and then an additional, over and above the 745,
- 3 207 that would be uncountable associated with
- 4 those IREDs that we're planning to do.
- 5 Some of the highlights of the work
- 6 we'll be completing this year are 2(4)(D) and
- 7 chlorosulfuron, both herbicides. Also, the
- 8 EBDCs, fungicides that are -- I'm sure you're
- 9 all familiar with those, PCNB, and then again,
- 10 I've mentioned before, these are the IREDs we
- 11 have planned, malathion, DDVP and dimethoate,
- 12 among other chemicals. These are all posted on
- 13 our web site.
- 14 You can see her the first web site will
- 15 give you the full schedule for reregistration
- through 2008. We're actually going to update
- that by the end of this month. The plan is to
- 18 update that probably at the beginning of every
- 19 fiscal year. And then the second web site there
- 20 is our public participation schedule, which is a
- 21 six-month schedule that we update every three
- 22 months. So, it's kind of a rolling schedule.

- 1 We keep six months ahead of us. It never goes
- down below three, because we update it every
- 3 three months.
- 4 So, that's it for reregistration.
- 5 MR. JONES: We can take any questions
- on that before we move on to the last topic.
- 7 (End tape 6-A.)
- 8 MR. JONES: Erik?
- 9 ERIK: Do the budget cuts that we heard
- 10 about, are they going to affect your ability to
- 11 meet the deadlines?
- MS. EDWARDS: I can't say for sure
- 13 right now, but I am -- I think we're in actually
- very good shape with reregistration. Naturally
- there's a lot of heavy-duty work ahead of us,
- 16 but our goal is still to complete it, and until
- 17 we actually get the budget cuts and analyze how
- 18 that would -- how it would affect us, I'm not --
- 19 I don't know, Jim, if you want to say anything
- 20 on that.
- 21 MR. JONES: We have made some estimates
- internally that we are forwarding on to the

- 1 chief financial officer, who then sort of is
- 2 forwarding them on to the appropriators. We do
- 3 think that it would impact our ability to
- 4 deliver the number of REDs and IREDs that Debbie
- 5 discussed both in '05 and in '06. That's our
- 6 current projection. I mean, if it does happen,
- 7 as program managers, we will do everything that
- 8 we can to try to minimize the likelihood of that
- 9 happening, but we do think it would impact our
- 10 ability to ultimately achieve the deadline.
- MS. EDWARDS: Right, yeah. I mean,
- right now we're operating assuming we'll have
- the money, and so that's our plan. Our plans
- 14 going forward do include having the money.
- MR. JONES: Shawny?
- 16 SHAWNY: I'm just wondering if you have
- 17 this presentation, if it's outside in a handout
- 18 form.
- MS. EDWARDS: Yeah, it should be.
- MR. JONES: It's in the packet.
- MS. EDWARDS: It should be.
- 22 SHAWNY: It's in the folder? Okay, I

- just couldn't find it. Not surprising.
- 2 MR. JONES: Carol?
- 3 CAROLINE: Yeah, I was just wondering
- 4 if you were able to be specific in your analysis
- of how it would impact you and if you would
- 6 share that.
- 7 MR. JONES: I will have to check with
- 8 the chief financial officer about sharing it,
- 9 but the degree of specificity is in number of
- 10 REDs and IREDs as opposed to naming them.
- 11 CAROLINE: Right.
- 12 MR. JONES: Um-hum. We have done -- we
- have identified how many. Again, I'll need to
- 14 check with the chief financial officer before I
- 15 share anything --
- 16 CAROLINE: So, if you would like us to
- talk to the Hill about it, we would probably
- 18 need that information.
- 19 MR. JONES: I wouldn't encourage anyone
- 20 to talk to anyone about anything. I'm just
- 21 telling you what I know.
- 22 Erik?

22

follow.

I'd just like to say I'd welcome 1 ERIK: 2 the day when we can have this degree of specificity from the WPS implementation and 3 compliance side, to see specifically what's 4 This is really interesting 5 going on out there. on the registration side. It would be helpful 6 7 to have it on the tail end as well. MR. JONES: 8 Okay. 9 All right, with that, the last 10 presentation is also from Debbie. MS. EDWARDS: Okay, the soil fumigants. 11 Many of you hopefully have heard by now we're 12 13 doing an assessment of all the soil fumigants together. What I'm going to talk to you a 14 15 little bit about today is the scope of that 16 assessment, a little bit about what our objectives are and why we're doing it this way, 17 18 what some of the challenges are that we're facing that we hope the stakeholder community 19 20 can help us with, and something about our schedule and the public process we intend to 21

1 In terms of scope, we're actually 2 doing -- what we're talking about here are human health risk assessments for six soil fumigants. 3 These include iodomethane, which is actually not 4 registered yet, that's a new chemical that we're 5 assessing, Telone or 1,3-dichloropropene, which 6 actually had a reregistration eligibility 7 decision completed in 1998, but we felt it made 8 sense to look at them -- if we were going to 9 10 look at them all together, we didn't want to leave one chemical out. We felt that would do a 11 12 disservice to the public and probably be 13 confusing. Then the other four are still in the 14 15 reregistration mix, actually. There's methyl bromide, which is actually -- it's a food use 16 chemical in that it has tolerances established. 17 All of these would be used or are used on food 18 crops, but they don't all have tolerances, 19 20 andiodomethane doesn't look like it would need tolerances, but methyl bromide has tolerances, 21 and that's mainly for post-harvest uses. 22 It's

1

used as a fumigant for commodity treatments. 2 Then there's chloropicrin, which is often used in combination with the other 3 4 chemicals, and then metam sodium and dazomet, 5 which are MITC generators. They have some similarities in terms of how they actually work. 6 7 UNIDENTIFIED FEMALE: What are MITC 8 generators? 9 MS. EDWARDS: Methyl ice sew sigh 10 nature. Okay, our objectives, and this probably 11 mostly has to do with why we're doing these 12 13 concurrently. I will say that there's been -there had been a history in the program some 14 15 time ago, which Al Jennings is certainly 16 familiar with, of the Agency feeling that it might make the most sense in terms of risk 17 trade-offs and benefits and so forth to look at 18 chemicals, all the chemicals that would be used 19 20 on a given crop, to control a given pest, at the same time, and that would allow us to make more 21 informed decisions. We found that in most 22

1 cases, that's not been practical, but in this 2 case, we actually believe it is practical, and so that's one of the reasons we like to do it. 3 Our objectives, then, as we go into 5 this ensuring that we are aware that soil fumigants are very essential to agriculture, 6 7 some of the most important chemicals used in certain -- on certain crops for certain pest 8 control tools, and we want to make sure they're 9 10 both available but safe -- and safe. We want to make sure that we have a level playing field by 11 12 evaluating the alternatives concurrently and 13 consistently to the extent that that's possible, and I'll talk about that a little bit more in a 14 15 minute. And also to ensure that our risk 16 management decisions don't result -- again, like I was mentioning before, in risk and benefit 17 trade-offs that don't improve safety and do not 18 help agriculture either. What I'm talking about 19 here is as we make informed choices, we want to 20 make informed choices such that any regulatory 21 22 action we take will be able to predict what the

- 1 downstream effects are.
- 2 In other words, what will -- what -- if
- 3 we made this regulatory choice, what would the
- 4 grower move to next, and what would be the risks
- 5 there, if you get my drift? I think it's pretty
- 6 obvious, but anyway.
- 7 In terms of the challenges we're facing
- 8 here, and this kind of goes back to doing this
- 9 as consistently as we can with the data we have
- 10 available, for some of these chemicals, we have
- 11 pretty good monitoring data. For others, we
- 12 don't. We're faced with using modeling. I
- don't think we probably have sufficient
- 14 monitoring data for any of them to base an
- 15 entire risk assessment on it, but certainly
- 16 monitoring data, air monitoring data, is always
- 17 very helpful. And for those of you who aren't
- 18 real familiar with soil fumigants, the reason
- 19 bystander exposure is such a big deal for these
- and the reason we're focusing in on it so much
- is fumigants by their very nature, you put them
- in the soil, but they will come back out of the

- soil and often move off the field and get into
- 2 surrounding areas. So, we're doing a bystander
- 3 exposure and risk assessment.
- 4 Another challenge is that there's a lot
- of variability obviously geographically in terms
- of the way these chemicals might act in terms of
- 7 exposure, for example, in California versus
- 8 Florida and other parts of the country,
- 9 differences in wind behaviors, temperatures,
- 10 soil types and so on and so forth. We have
- 11 most -- the most data we have is more
- 12 California, and we would probably be relying
- 13 pretty heavily on that.
- 14 Obviously, you don't just compare
- 15 chemicals directly when you're looking at
- 16 margins of exposure or however you're looking at
- 17 this. There are variabilities in the toxic
- 18 effects that are important to consider as you're
- 19 characterizing the risks that you're facing and
- 20 making decisions. Some of these chemicals have
- 21 near toxic effects, developmental effects.
- Others are -- affects the eyes in terms of

- 1 irritation. Others can affect and expect to see
- 2 lung damage.
- 3 Again, I'm not saying that these
- 4 effects occur normally, and let me be clear
- 5 here. These are the end points upon which he
- 6 with base our regulation, okay? So, the doses
- 7 would have to be high enough for you to be able
- 8 to see those effects.
- 9 And finally, finding practical risk
- 10 management that, you know, will actually work,
- 11 you know, in terms of being able to implement it
- and being able to enforce it and so on and so
- 13 forth. People have talked about a number of
- 14 things. California has talked about permitting
- 15 processes. In fact, they have some in place, I
- think. There are differences in application
- 17 methods, sprinkler, drip. There are different
- 18 ways of using tarps in terms of timing and the
- 19 type of materials that the tarps are made of.
- 20 You can look at differences in field sizes and
- 21 rates, and I could go on, but obviously it's a
- 22 pretty complex situation in terms of figuring

- out what would be a practical way to mitigate
- 2 any risks that we find.
- In terms of the schedule, I just
- 4 thought I'd go straight through through the end
- of this calendar year or next calendar year, I'm
- 6 sorry, that's when we hope to make a decision on
- 7 these. Right now, we have started, actually
- 8 last week, a registrant error only and USDA
- 9 review of the individual preliminary risk
- 10 assessment. I hope most of you are familiar
- 11 with the way we run our public process here.
- 12 This is a standard part of what we call phase
- one typically of our public process. That's
- 14 generally a 30-day period that's allowed for
- 15 that.
- What we're looking for there is
- 17 strictly actual errors made in the assessment,
- 18 things like calculation errors, using the wrong
- 19 formula, not including data that we had and just
- 20 misplaced, something like that. So, we're
- 21 looking for errors.
- The next slide, during the November and

- 1 January -- through January time frame, we will
- 2 consider the registrant error and USDA comments.
- 3 So, I should point out that we will also have in
- 4 that time frame public comments on metam sodium
- 5 that we will be able to review. The public
- 6 comment period on the metam sodium risk
- 7 assessment that was put out August 31st, that
- 8 public comment period is ending I think in about
- 9 a week. So, we'll have those comments to look
- 10 at as well.
- 11 We will also during this time be
- 12 looking at SAP recommendations. That should
- 13 come out relatively soon, I'm expecting within
- 14 the month, about some distributional exposure
- 15 modeling -- models that we took to two SAP
- meetings in recent months for -- and those are
- 17 principally to give us better ways of using
- 18 models to predict the exposure that bystanders
- 19 will have as the people, again, that are working
- 20 or living around these treated fields. And
- 21 during that time frame, then, we will revise
- these preliminary risk assessments based on

- 1 consideration of all of the above.
- In February, we are going to have
- another, possibly shortened, but we will have
- 4 another registration error only and USDA review
- of the agency modifications that were based on
- 6 the SAP recommendations regarding these
- 7 distributional exposure models. This aspect of
- 8 the risk assessment is not currently in the
- 9 documents that people are reviewing right now,
- and so we're going to afford another opportunity
- 11 to look at that information before we go public
- 12 with the documents.
- In March, we will have -- that's when
- 14 the Agency will be considering all of the
- 15 registration -- again, the registrant error only
- and USDA review of those modifications that we
- 17 had made based on the SAP recommendations, and
- 18 we will revise the risk assessments one more
- 19 time. And then at that point we will go out
- 20 with a 60-day public comment period on the
- 21 preliminary risk assessments.
- In the June-July time frame, the Agency

- 1 will be considering the public comments we
- 2 receive on the preliminary risk assessments, and
- 3 we will also be working toward completion of a
- 4 preliminary benefits assessment and some risk
- 5 management options.
- And then in the August-September time
- 7 frame, we will have another 60-day public
- 8 comment period on those revised risk assessments
- 9 that would have been revised based on the public
- 10 comment we received, the preliminary benefits
- 11 assessments and the preliminary risk management
- 12 options. During this time period, we also
- 13 anticipate having a technical briefing. We
- 14 think that would be valuable for the
- 15 stakeholders as they develop their public
- 16 comments because of the complexity and broad
- 17 stakeholder interest in this, and we thought
- 18 actually some face-to-face interactions would be
- 19 helpful rather than just written materials
- there.
- 21 Finally, in the October to December
- time frame is when the Agency will consider the

- 1 public comments on all of that, the revised risk
- 2 assessments, the benefits assessments, the risk
- 3 management options, and in consultation with all
- 4 of the stakeholders, we plan to reach decisions
- on whether any risk management is needed for
- 6 these six soil fumigants.
- 7 I think that's it.
- 8 MR. JONES: Questions? Carol?
- 9 CAROLINE: This might be a dumb
- 10 question, but why are we spending your resources
- on looking at methyl bromide in this group since
- it's supposed to be going away?
- MS. EDWARDS: Well, it's current --
- it's in the queue to complete all of its
- tolerance reassessments by August of 2006, and I
- don't think it will be entirely gone by August
- 17 of 2006, so --
- 18 MR. JONES: I think as you know, the
- 19 U.S. Government has sought critical use
- 20 exemptions under the provision of the Montreal
- 21 protocol that allows for that, and I don't think
- 22 that we see that process, the critical use

- 1 exemption process, not being available in the
- 2 foreseeable future, and so we want to make sure
- 3 that the product is appropriately regulated
- 4 while critical use exemptions are -- continue to
- 5 be in place.
- 6 UNIDENTIFIED MALE: I would also like
- 7 to point out that there are significant
- 8 quarantine and preshipment uses which are also
- 9 available and would require in many instances
- 10 review.
- MR. JONES: That's right.
- 12 CAROLINE: I told you it might be a
- 13 dumb question.
- MR. JONES: No, it --
- 15 MS. EDWARDS: And that's where a lot of
- 16 the tolerances are, for commodity treatment.
- 17 MR. JONES: Jerry?
- 18 JERRY: Thank you. Lois, I was just
- 19 wondering, is there coordination going on within
- 20 Registration Division at the end of this period
- 21 that the products that are not registered now
- 22 can proceed through the registration process, or

- 1 is that going to start after that point? I
- 2 guess the question is, what's the time lines for
- 3 these unregistered materials and for this --
- 4 MS. ROSSI: You are talking about the
- 5 one active ingredient --
- 6 JERRY: Yeah, the methane and dazomet.
- 7 MS. ROSSI: Well, what we have
- 8 basically said is it will stay in the public
- 9 participation process, but it could be
- 10 registered at any time along the way in the
- 11 process, but depending upon the results of the
- 12 risk assessment.
- MR. JONES: I saw another -- Steve.
- 14 STEVE: I have a quick question for
- Debbie. Are any of these reviews going to be
- truncated, shortened, under the policy of public
- 17 participation, which you just mention here? You
- 18 did mention that the time period might be
- 19 shortened a little bit. Is that just on the
- 20 error part or --
- MS. EDWARDS: That would only be the
- 22 error part, and I'm not even sure that will

- 1 happen. It depends on how much the documents
- get changed, but we're hoping to keep the error
- 3 correction part simply to the part that they
- 4 hadn't seen before, you know --
- 5 STEVE: Right.
- 6 MS. EDWARDS: -- but I'm not sure yet,
- 7 but yeah, everything else is pretty typical.
- 8 STEVE: Okay, thanks.
- 9 MR. JONES: All right, I think --
- 10 whoops. Erik? I was about to call you Jennifer
- 11 for a second there, but --
- 12 ERIK: Yeah, I'll be Jennifer.
- 13 My question is twofold. One is, there
- 14 are -- there is some investigation I understand
- into alternatives to fumigants using tarping
- alone, without the fumigants, that we've heard
- 17 about, and I'm wondering if that -- is EPA doing
- 18 any research on that? Are you -- is USDA
- 19 supporting that research? We've heard about it
- in Wisconsin, for example, and I'm just
- 21 wondering whether that's an active area of
- 22 research right now.

1	UNIDENTIFIED MALE: Solarization.
2	UNIDENTIFIED MALE: Solarization is
3	what they're calling it.
4	MS. EDWARDS: I'm not aware that we are
5	doing any research. I don't know, are you
6	UNIDENTIFIED MALE: Yeah, that's an
7	area that USDA has worked on for a number of
8	years, as also we have had the methyl bromide
9	alternatives program, and results, as I
10	understand it, are varied. Certainly there are
11	disadvantages in that you have to keep the field
12	out of production for a while while you're doing
13	the process, and it doesn't work too well in
14	cold climates, but one of the many things, you
15	know, it's not a cure-all, but it does
16	apparently work in some cases.
17	ERIK: Is there someone at USDA that we
18	should talk to to find out about those? Would
19	you be the right person?
20	UNIDENTIFIED MALE: We can certainly
21	I can certainly tell you who the right person
22	is, or maybe Dan Botts knows about it. A lot of

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2 facility, AR's facility, Fort Pierce. Dan, do you know? 3 The primary ARS researcher who's DAN: 5 been working on this, Dan Chalimi at ARS, he started out at the University of Florida, there 6 7 has been a tremendous amount of work done on solarization as an alternative, and there is a 8 9 place in certain production systems and cycles 10 for it, but I would remind you that there are very few places in the U.S. that are similar to 11 12 the Negev Desert, which is where it was 13 developed. A lot of the areas that have attempted 14 15 to take advantage of it, especially in Florida, 16 it's a timing issue, and when the fields are fallow, that would be allowed for fumigation --17 for solarization, are not the time periods when 18

it has been done in Florida in the Fort Pierce

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you have the clear sky, high solar input type

situations. It's usually the middle of the

summer where you have thunderstorms coming

through every three hours, and every time it

- 1 clouds up and rains, you lose the impact of the
- 2 solarization.
- 3 The few places where it's worked have
- 4 been atypical seasonal periods where you have
- 5 abnormal periods of sunshine, and all that's
- done for us in most cases has reduced pest level
- 7 to a more manageable level. It's not an
- 8 alternative to methyl bromide.
- 9 ERIK: Well, we would like to pursue
- 10 that, because we did here -- I heard a
- 11 presentation about how it's working in Wisconsin
- 12 for some of their vegetable crops and fruits --
- and potatoes. So, it's something that we're
- interested in pursuing.
- 15 My other question is about methyl
- 16 bromide and how -- I don't think Caroline's
- 17 question was stupid at all. The question is
- really what is the process that you're going to
- 19 go through in deciding whether or not to apply
- for those exemptions again, and how does that
- 21 feed into this process? How are the two linked
- 22 or related?

22

1	UNIDENTIFIED MALE: The Office of Air
2	manages the critical use exemption process for
3	the EPA and then coordinates with a number of
4	other federal agencies, and ultimately decisions
5	are made in a collaborative way that go through
6	the State Department, because it's part of an
7	international process.
8	What we have been doing in the
9	Pesticides Program has been providing our
10	knowledge and expertise around benefits and use
11	associated with methyl bromide and the
12	alternatives, and that expertise is certain
13	going to be important in our regulatory
14	development, and we're closely working with the
15	air program on timing of our regulatory
16	decision-making, and we're including them in our
17	internal discussions, as they obviously have an
18	interest as well in the process.
19	ERIK: So, the results of this FQPA
20	review will be fed into that process? That part
21	I didn't really get.

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UNIDENTIFIED MALE: Well, you know,

- 1 ultimately the choices that we make influence
- that process, but I think it's too premature in
- 3 our assessment to be able to predict how it
- 4 will, but obviously that -- we need to stay in
- 5 close and coordination with the Air Program and
- 6 others in the Executive Branch that are working
- on the critical use exemption, and they're aware
- 8 of what we're doing, we're aware of what they're
- 9 doing.
- 10 MR. JONES: Okay, I believe we have one
- 11 public commenter, Paula Bodie with the Scott's
- 12 Company.
- MS. BODIE: Yes, Paula Bodie with the
- 14 Scott's Company.
- 15 My question is really for Lois. I'm
- sorry I didn't catch you while you were doing
- 17 your presentation, but this will be quick.
- 18 First I wanted to thank and congratulate RD's
- 19 management of registration decisions this year
- 20 under PRIA, but my question really is on
- 21 non-PRIA actions. Are you finding that -- have
- the number of decisions or the timing of the

- 1 non-PRIA actions been affected by the workload
- and deadlines set by PRIA? And do you track the
- 3 timings, like, or the level of decisions this
- 4 PRIA year compared to previous years?
- 5 MS. ROSSI: By non-PRIA actions, do you
- 6 mean like the fast-track amendments or --
- 7 MS. BODIE: Fast-tracks -- fast-track,
- 8 new registrations and amendment, yes.
- 9 MS. ROSSI: Well, new registrations are
- 10 covered -- I mean, they are the --
- MS. BODIE: I'm sorry, then, the
- 12 fast-track amendments --
- 13 MS. ROSSI: The fast-track amendments,
- 14 and then -- were you also referring to stuff
- that was in-house prior to PRIA?
- MS. BODIE: Right.
- MS. ROSSI: Okay, on the fast-track
- amendments, I don't think there's a noticeable
- 19 difference in the numbers and the timing,
- 20 although I don't think we've really collected --
- I don't think we've analyzed this year the time
- it's taken for the fast-track amendments. I

- think we still have some numbers, but I don't
- 2 think we've analyzed the time.
- 3 On the non-PRIA actions that were
- 4 pending, basically what we've been able to do is
- 5 try and incorporate those, particularly like,
- 6 you know, the me-toos that were pending before
- 7 PRIA was enacted and like, for example, our
- 8 acute toxicity team basically got rid of their
- 9 backlog, their backlog being defined as
- 10 everything that they had in-house before PRIA.
- 11 So, we've just been concentrating on getting rid
- of that backlog on those types of actions.
- For new uses, we're obviously
- 14 scheduling the PRIA paid actions or the VOL paid
- actions, as we call it, we're scheduling those
- 16 as a priority, and then, depending upon how the
- 17 resources go, we'll look at the nonpaid, but for
- 18 the most part, our new uses, in our
- 19 conversations with companies, those uses that
- they didn't really pay, they are really not
- interested in anymore. They have been in-house
- for a while, and -- so, that's how we're

1	handling it.
2	MR. JONES: All right. Well, with
3	that, I want to thank you all for your
4	participation, the dialogue, the advice that
5	you've proffered today. I look forward to
6	another productive half-day session tomorrow.
7	We will start promptly at 9:00 a.m. I look
8	forward to seeing you all then. Thanks.
9	(Whereupon, the meeting was adjourned.)
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